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'The most important people we conceal our failures from are not potential employers, but ourselves'

Next morning I trilled in to see Frank Barracrough, my chief education officer, to confess that I did not want to go. "But I said I would, so I suppose I must," I concluded.

Furthermore, this someone else is taken to be privy to damaging information the candidate is trying to conceal. The task, this

"We'll be in touch", I suspect would have been the very reasonable response to that.

But all these things are convenient. I believe on the train home so that, as in a fairy tale, we may live happily ever after. Finally, the most important persons we conceal our failures from are not those potential employers. Employers come and go; but we have to live with us for as long as we are. That is why there is something fishy about most completed application forms.

Extra: Geography

TES survey charts resignations from profession

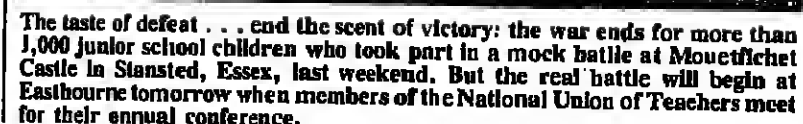
by James Meikle

The news will temper euphoria caused by the increase in applicants to be trained in teaching the shortage subjects, reported in *The TES* last week.

Physical education teachers account for about 10 per cent of all the leavers.

The percentage of physics graduates leaving (although others teach the subject) is running at the same level, while the wastage of maths graduates is believed to be nearer 10 per cent.

The TES wrote to every tenth secondary school in England, Wales and

No 300 **CROSSWORD** by Rafael

April 24-25
Partnerships in music education—
Association for the Advancement
of Teacher Education in Music
conference at Manchester
Polytechnic with Leon Crickmore,
HMI. Residential fee £27 (£10
Saturday only). Details from Ms D
Struthers, 331a Wightman Road,
London NR9 0NA.

May 12 and June 23
Statements of children's special
educational needs: for what
purpose?—at the University of
London Institute of Education to
consider the function and practice
of the 1981 Education Act's
statementing procedure with Klaus
Wedell, Philomena Russell, and

April 27-May 7
Welfare State International
summer school on Street Theatre
at Hexham, Northumberland. Fee
£300 - bursaries may be available.
Details from Welfare State
International, PO Box 9, Ulverston,
Cumbria LA12 1AA.

May 8
Open Day at the faculty of modern languages, Cambridge University, with special emphasis on combining further study of a known language and starting a new language. (In particular Danish, Latin, Greek, Norwegian, Portuguese and Swedish). Details from Dr J. Cameron Wilson, Faculty of Modern Languages, Sidgwick Avenue, Cambridge CB3 9DA before April 30.

1 I could make you
2 go on (5)
3 Novelist to wander
4 around in listless
5 fashion (7)
6 He believes he
7 comes from behind
8 us (5)
9 I'm a putter (4)
10 Lock controller
11 (4-4)
12 Sounds slammingly
13 like pillion (6)
14 Indigestible food for
15 example sent
16 back (6)
17 Pass an examination
18 Doris has her in-
19 gradents for sauce (11)
Down
20 There may be a few
21 (5)
22 A horse, for Lady
23 June (5)
24 Ocean fire may turn
25 out to be an armful
26 (6)
27 Succeeds with a will
28 (8)
29 One needs a couple
30 of rings to get this
31 **Bumper** (7)
32 This
33 (11,1,5,AAA)
34 (continued on page 2)

by James Meikle and Richard Garner



Eamonn O'Kane



The union executive's decision to expel three members of its largest branch, the 13,500-strong Inner London Teachers' Association, and to suspend five of its officers from union membership for a year, is likely to create a furore.

Background to the expulsions, page 5
Union conference reports, pages 10 and 11.

by Diane Spencer

But, in her present job, as CEO for Walsall, Mrs Tuck has encountered different attitudes. "It was a bit of a shock to the system," she confessed. "I heard I was considered 'fair game' because I lived in a flat on my own." (At weekends she commutes back to Hertfordshire and her husband).

Mrs Tuck attacked the "workaholic" culture of the male-dominated world

She advised women education officers not to get "slotted into what are seen as women's roles: go for finance and property, for example, not special education and nursery".

Both look at least 10 years off
have children, during which time M
Perry learned how to get by on fo
and-a-half-hours sleep a night.

Both women emphasized the importance of a positive attitude and confidence. "You must believe that you can be the best there is. You don't have to be an imitation as they are always second rate; don't be a second class man but a first-class woman," said Mrs. Perry.

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Counting them out

Counting them all out, and counting them all in, is always - by the nature of things - a reassurance exercise. Last week Mr Kenneth Baker was naturally pleased to be able to report that his recruitment drive for teachers in shortage subjects was off to a cracking start (even if that was in comparison with the rock-bottom 1986 call). Enquiries from those thinking of making a mid-career switch were pouring in so fast that they had already "exhausted the initial stock of 26,500 information packs".

This week, *The Times Educational Supplement* is able to help on the counting-out side of the equation, by indicating roughly the extent and nature of the new gaps that will have opened up in the teaching force by the time that the next wave of recruits is limbering up on the side-lines.

The TES sent a postal questionnaire to one in ten secondary heads in England and Wales to find out how many of their staff had left in the past year to take up a job outside teaching, and what specialist subject these staff members had taught (page 6). And, to flesh out the headteachers' own (sometimes despairing) comments, we also carry articles on page 16 about the main who ran an "escape committee" and some of the teachers who "got away".

It should be said straight away that the survey does not reveal a hemorrhage, although there is certainly serious blood-loss.

Most important, there is corroboration of the many reports that maths and science teachers are the most likely to lead the brain-drain from the schools. Not only are they obviously offering the qualifica-

tions most in demand in a technology-hungry world, but their departure is doubly hard to bear because they are likely to be leaving already under-staffed departments.

Such transfers of allegiance are, of course, most likely to occur in places where there are high-tech industries to be serviced. The irony of it, as illuminated by our story of the 10 teachers who left the Boswells school in Chelmsford, Essex, for industry, is that three of them went to jobs at Mareoni, where the usual complaint is that local schools are not producing enough youngsters qualified in maths and physics. If Marconi doesn't already run the sort of teacher-exchange scheme that other firms in Essex use to make sure that industry puts in as well as takes out, it could be in its own long-term interest to think about it.

The extent of the teacher-drain clearly depends on whether there are other careers available in transfer to in the area; once again there were north-south factors at work. By far the majority of teachers leaving the profession, as reported in our survey, lived and worked in the south-east and especially the Greater London region.

Many of the teachers mentioned in our survey were well aware of the importance of relevance and enterprise in their work. Unfortunately for the education service their pursuit of these qualities has taken them elsewhere.

Apart from the obvious transfer to computer jobs of maths teachers who have acquired in-school computer skills, and whose teaching skills can be employed in training others, it seems that specialists

in languages and geography have found welcome homes to travel firms and export-import agencies. Whole CDT departments have been wiped out where staff have gone into business together. It is to be hoped that they transmitted some of this spirit of get-up-and-go to their pupils before they went.

Another interesting item to emerge from the survey is the apparently steady demand for PE teachers, together with a ready supply of PE specialists to meet it. Some are bound for the burgeoning leisure and sports industries; others seem to be looking for other outlets for frustrated leadership and competitive instincts.

Although the survey has not uncovered a teacher drift of crisis proportions, for many of the head-teachers who responded there has been a gloomy tale of constant attrition to tell: of low morale, "full-time crisis management", and running very hard to stay even in the same place.

It may be that Mr Baker's repertoire of recruitment inducements are at last beginning to turn the tide, but it will be some time yet before the inward flow is making up for the outward drift, especially in the subjects where it matters most.

Industry's growing willingness to get involved in schools and teaching may be one of the most constructive ways to get round the perennial shortage (and slippage) of science teachers, but many schools and their staffs are going to go through a tough time until the critical numbers in and out more nearly match. And, of course, the more industry links up with schools, the more teachers will capitalize on these links to find jobs in industry.

COMMENT

FE gets a clean bill

The latest survey from Her Majesty's Inspectorate (page 9) runs the rule over Non-Advanced Further Education. It will be remembered that NAFE was to the Manpower Services Commission what Nebor's vineyard was to Jezabel - an object of covetous desire until a chunk of it was removed from local authority control and handed over to Lord Young's friends. The MSC (which had no idea what to do with it) had seen enough to look for ways of retaining some of the local expertise while moulting all the necessary rhetoric about industrial links.

The inspectors have given the tie to the notion that the MSC had to be brought in because the colleges were out of touch. Far from it. This survey found work in 62 per cent of the 5,167 classes HMI's visited was "satisfactory or better" which is pretty encouraging. And they went out of their way to compliment the colleges on "the high quality of pastoral care which students receive in relation to their academic, vocational and personal needs" - not the reputation which the FE colleges have always enjoyed.

The intervention of the MSC was never justified in any detail by Ministers who regard arrogance as its own justification, but the only possible grounds ever mooted related to the ability of the colleges to anticipate and respond to the needs of industry.

In advancing its own claims, the MSC had never bothered to ask employers what they thought. The HMI's, however, made no fewer than 268 visits to employers to "obtain their views" on the quality of NAFE provision in their areas and links between local industry and local colleges.

Were the MSC enable of blustering, no doubt a tinge would come to its collective cheek when it is revealed by the HMI's that 95 per cent of employers (a ridiculously high proportion) "assessed the provision with which they were supplied as satisfactory (all or partly) or satisfactory (all or partly)".

It is against this background and this unsolicited vote of confidence that the colleges have to respond to the constructive criticism put forward by the HMI's. These are eminently predictable, while at the same time being framed in phrases which reflect the Inspectorate's current orthodoxies. Inevitably there is a lot of emphasis on marketing and management.

Mutatis mutandis

James Callaghan's book of memoirs, *Time and Chance* (Collins £15.95), has a brief and tantalizing reference to his Ruskin speech in 1976 and the launching of the Great Debate. As he shows, he had reasons for wanting to stress his and Labour's commitment to social issues at a time when the centre of the stage was commandeered by economic disasters. Egged on by his policy adviser, Bernard (now Lord) Donoghue, he set the then Secretary of State, Fred Mulley, an exam paper on such topics as the three Rs in the primary school, the examination system and provision for the 16-19s. The DES produced, by way of an answer, the Yellow Book, which laid the groundwork for most of the centralizing initiatives of the next decade.

The Yellow Book had, in Mr Callaghan's first phrase "been given to *The Times Educational Supplement*", and they wrote an article that was both scornful and cynical about my intention. It complained that while I was a professional politician I was no more than an amateur educationist, and doubted the propriety of my raising questions of what should be taught by schools, colleges, and universities to be taught.



Anyone who cares to consult a file copy of *The TES* for October 15, 1976 (which had a leader on the Yellow Book) and October 22, 1986 (which commented on the Ruskin speech) will find it difficult to recognize the "scornful and cynical" response which Mr Callaghan now castigates as "appalling academic snobbery". It is true there was the suggestion that he might prefer to divert attention to the teachers' management of the curriculum and away from his management of the economy, but this was no more than a statement of the obvious.

Where *The TES* did go wrong, however, was in attributing too much of the initiative to the Inspectorate instead of ambitious administrators in the DES, stiffened by Mr Callaghan's back-room boys.

How many benchmarks?

It is clear that there is much more agreement among the maths teachers and advisers about the content of the maths curriculum than about the benchmarks Mr Baker wants to set up at 7, 11 and 14. The HMI's (at it again) have now published their report on the responses to *Mathematics 5-16* (page 3). They conclude that "the broad areas of agreement reported in this paper provide a secure foundation on which to build policies and actions".

but they also report extensive criticisms of the list of age-related objectives for the top of the primary school, particularly from secondary school respondents and teacher trainers. Given the research evidence of a "seven-year difference" in levels of attainment among "normal" pupils, there are real and possibly inescapable difficulties in setting defensible benchmarks.

The HMI's concede that "setting out educational expectations needs to allow for a range of performance in terms of ability and rates of development which obtain among children". So it looks like lots of benchmarks at each chosen age, not one, and a lot of the crisp simplicity which three-R touting politicians are looking for, would go by the board. That doesn't sound quite what Mr Baker ordered. No wonder Eric Bolton, the senior chief HMI urged the Mathematical Association to get in there fighting.

no comment

"These taking part will include ministers and other politicians, parents, students, employers, teachers, trainers and a general audience, as well as some of the less public figures in education such as examiners, dinner ladies and chief education officers". Announcement of *The Education Programme* in the BBC Continuing Education Newsletter.

Baker the classical Barbarian

Kenneth Baker's attempts to impose a cultivated intellectual on a teaching force of unteachable, and in some cases, unteaching, are verging on the ludicrous. At the time, by making his own expertise a clever public schoolboy's model for Everychild, he is offering yet another sad example of that class wedge which splits the society in two. Finally his inaccessibility to the real and tragic problems of teachers in state schools is not damaging to today's schools and pupils, but is yet another indication of his skin-deep pretension to culture.

For the pain and suffering about by deeply felt but confused duties are the essence of the tragedy, familiar to anyone coming with Greek, French and Shakespearean theatre. Yet Baker fails to see that he has plunged always whole teaching profession into a sic, indeed a classical, tragedy.

At a recent literary lunch given from Flaubert was a nice idea, that he had at least got as far as Julian Barnes' *Flaubert's* month ago he made himself known when he quoted from a letter Chesterton's, *The Secret People*, time he showed he had completely misunderstood the message that tertion wished to convey, who obviously thought that Chesterton giving advance warning to bureaucrats and union leaders: "The People of England" were to sweep them from power.

But since Chesterton clearly stated that the People of England would soon follow the example of French in 1789 and the Russian in 1917, clearly it wasn't the within who were being warned but enemy "on top".

In the final line quoted here, tertion seems almost to have lost unnamely foreknowledge of the "political" snail as well as his samaritan" bribery.

It may be we shall rise at the Frenchmen rose the first. Our wrath come after Flaubert's and our wrath will be won. For we are the People of England, have not spoken yet. Smile at us, pay us, pass us, but not quite forget!

(No doubt Baker K. could pose a second line, noting the use of subjunctive, but he has missed the meaning!)

He doesn't, however, make literary howlers. At the literary referred to above he spoke of a brilliant teacher from Southwark coming "from the wild Fens" marks for geography, Baker.

His greatest mistake, however, has been his failing to understand the feelings of normal teachers who really love their work and enjoy a company of children. Their sense of duty towards their pupils has, recently, taken first place in their priorities.

Suddenly, by denying to the profession its right to negotiate conditions of service through normally accepted channels, Mr Baker has succeeded in shifting their priorities, bringing duty to their profession into sharp conflict with their duty to their pupils. This conflict has now taken on a new intensity.

But perhaps his greatest weakness exposed when he insists that state schools has distributed more money to teachers they should now shut up and climb down. But how many colleagues will have told him that problems are not solved simply by throwing money at them? It seems to be a bad listener.

Tightrope artists who have kept their balance

A year ago, at its annual conference in York, the National Confederation of Parents' Teacher Associations almost had blood on its hands. The knives were out for its deputy general secretary, Mr James Hammond.

The would-be assassins were very much the old guard of the parent-teachers' movement, and believed the NCPTA should remain what it always had been - a talking shop, not a campaigning body.

In the event, the three members who brought a motion of no confidence in the quietly determined Mr Hammond were routed. A recommendation which called for a shift in the balance of power on the executive, giving parents a two-thirds majority, was overwhelmingly carried.

Mr Hammond and his "new wave" colleagues - among them the NCPTA's public relations officer, Mrs Sheila Naylor - had won. But what was the battle?

Essentially, the battle was not a power struggle between the two component parts (parents and teachers). It was a struggle, in the eyes of the new wave, between the do-nothing brigade, who believed in leaving education to the teachers, and those who wanted an efficient, campaigning machine to put the parents' case.

That machine, James Hammond's new model army, has been evident in the uneasy "parents' initiative" pact between the teachers' unions and all the major parents' bodies. At its annual conference in Egham, Surrey, last weekend, the new model was apparent in the resolutions duly passed with near-unanimity.

An obvious example of the new politics, was a resolution which called for the abolition of the Government's assisted places scheme and for reallocation of the money within the state system. As one executive member commented sagely: "We wouldn't have dared debate this two years ago."

Opposition to assisted places fitted in with what was perhaps the main theme to emerge from the conference debates, which is parents' opposition to any Government attempt to privatize parts of the state school system in the name of parental choice.

Despite last week's TES MORI poll findings that only a third of parents believe teachers are underpaid, and that more than half believe they are wrong to strike over their loss of bargaining rights, the confederation remained united in its support for the teachers' case.

Mr Hammond, who is becoming an impressive tightrope walker, once again trod the line between condemning the industrial action, and putting the blame on the Education Secretary who, he said, bore responsibility for delivering uninterrupted schooling. "I think *The TES* survey reinforces our position. We have, in fact, been trying to occupy the middle ground, but we are saying it's Mr Baker's job to get up and sort this mess out."

While there was some dissent from this line from one or two parents who

financial implications. One leading figure who made sadly little impression on the conference was the general secretary, Mr Jack Jones. In the past, he has been a tireless workhorse for the confederation and has seen it grow from a relatively small, principally social, organization into its present role as representative of 4 million parents.

But more and more, Mr Hammond, and Mrs Naylor, have been called to do interviews - as the "authentic" voice of parents - on television, radio and in the newspapers.

This is partly because Mr Jones is a teacher, and therefore to some people a strange spokesman for a mainly parents' body, but also because Mr Hammond, a Bristol hospital administrator, and Mrs Naylor have put across the parents' case extremely well.

There is no move, however, towards cutting the confederation's links with the teachers. As Mrs Naylor says: "We are an organization which has moved a million miles in a couple of years. But we are very conscious of the need to get the balance right, and we want to have teachers on our side because that is in the children's best interests."

There is great confluence among the confederation's leaders about the direction it has embarked on - although for the second year running the issue of whether to find a full-time national officer has been deferred because of the



Sheila Naylor: effective advocate for parents

mining the industrial action, and putting the blame on the Education Secretary who, he said, bore responsibility for delivering uninterrupted schooling. "I think *The TES* survey reinforces our position. We have, in fact, been trying to occupy the middle ground, but we are saying it's Mr Baker's job to get up and sort this mess out."

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IN BRIEF

Paper welcomed

The Committee of Directors of Polytechnics has welcomed the Government White Paper on Higher Education, which sets out plans to remove them from local authority control.

Addressing their annual conference in Coventry this week, Mr Kenneth Baker said his plans would allow polytechnics "to exploit their potential to the full".

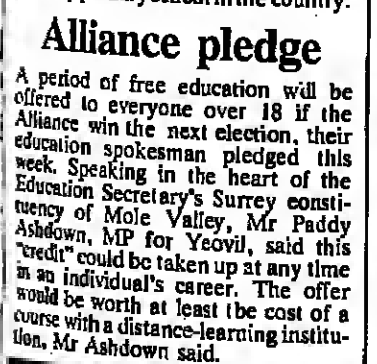
Meanwhile, a consultative document on the move has been issued this week by the Department of Education and Science. It asks for comments before May 15.

Steps to fitness

A drive to make junior children take more exercise was launched this week with the help of the biggest sponsorship deal that school sport has ever attracted. The scheme, consisting of 19 separate activities based on running, jumping and throwing, is being financed by the computer firm, IBM, which is to spend £200,000 during the coming year. The Ten Step Award programme requires no specialist PE supervision and will be made available to every primary school in the country.

Alliance pledge

A period of free education will be offered to everyone over 18 if the Alliance with the next election, their education spokesman pledged this week. Speaking in the heart of the Education Secretary's Surrey constituency of Mole Valley, Mr Paddy Ashdown, MP for Yeovil, said this "credit" could be taken up at any time and would be worth at least the cost of a course with a distance-learning institution, Mr Ashdown said.



Paddy Ashdown

Teachers must not allow politicians to take control of the national curriculum, Mr Eric Bolton, HMI Senior Chief Inspector, said this week.

His remarks followed a student attack by Mrs Anita Straker, in her presidential speech to the Mathematical Association, on the latest Government announcement of legislation for a national core curriculum.

Mr Bolton advised the association that some kind of national curriculum was inevitable, since all political parties had expressed a desire to see it. But whatever the "frights and horrors" it may cause the profession, "it will be a better curriculum coming from people who know what they are talking about than if it is left to be devised by politicians and administrators," he said.

The debate was going ahead but nothing was cut and dried ahead by a general outline. "Don't wait to be asked to make your views known," he said. "It is silly politicians indeed who fly totally in the face of the best professional advice they can get." He did add, however, that the final say on the national curriculum would rest "and rightly so" with the elected politicians.

Potentially one of the most damaging of the Government proposals was the setting of objective tests, said Mrs Straker. "There is no doubt that a national syllabus of defined age-related objectives would only inhibit and constrain curriculum development in a field that constantly needs to move forward."

The Inspectorate's aims for mathematics, spelled out in that document, were to improve pupils' understanding and confidence in the use of mathematics, to develop the purposeful use of calculators and microcomputers, to see resources better used and increase the participation of all pupils in mathematical activities.

Mathematics from 5 to 16: The Responses to Curriculum Matters 3, by HMI, is available from The Department of Education and Science, Publications Despatch Centre, Honeyport Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.

The introduction of a national core curriculum will lead to pressure for more local education authorities to go over to curriculum-led staffing but it could prove costly.

Croydon introduced the system four years ago but has found it is costing an additional £1 million a year.

Fewer than a third of I.e.s.s. have adopted it - many backing off because of cost. The I.e.s.s. will demand extra Government cash to introduce it.

However, Mr Edward Simpson, former deputy secretary at the Department of Education and Science, said it

Politicians mustn't dictate what is taught-chief HMI

by Ian Nash

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Poor provision hits handicapped students

Three out of five further education and tertiary colleges are unable to cope with the needs of physically handicapped students, a survey by the National Bureau for Handicapped Students has revealed.

Just over one-third (36 per cent) have physically handicapped students on their mainstream courses, but almost two-thirds (59 per cent) say they may be forced to withhold places because they lack suitable support staff or buildings.

Mr Richard Stowell, the director of NBHS, is calling for the annual publication of statistics for special education needs in provision in further and public sector higher education, and for a long-term programme of improvement.

Catching Up, NBHS, 336 Brixton Road, London SW9 7AA. Price £7.50

The survey, sponsored by the Department of Education and Science, revealed that while there were more than 43,500 special needs students regularly attending courses at English colleges and higher education institutions. Changes of getting on a course varied dramatically across the country, as did the provision of in-service teacher training.

One in five colleges in FE and two in five in HE had no special needs students. Where provision was made, most disabled students were on special courses and only about 3,400 were integrated into ordinary classes and receiving help and support.

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CTC 'inducements' probe

Allegations that companies are coming under secret financial pressure from the Government to contribute to the establishment of city technology colleges are to be investigated by the Association of Metropolitan Authorities.

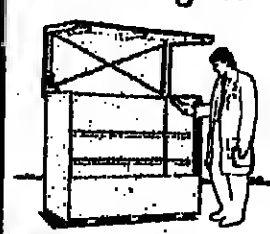
The allegations were put to Tuesday's meeting of the AMA's education committee by Mr Pat Mullnly, Doncaster's education chairman. He said

that he had been told that firms were being offered "large financial inducements in the form of grants" if they agreed to contribute to colleges and were being offered only small grants if they were not prepared to do so.

Mr John Pearson, the committee's chairman, said if this were true it was totally unacceptable, and he would take the matter up immediately with the Confederation of British Industry.

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PLATFORM



The 1944 reforms are criticized for failing to provide the clear management structure that Bonaparte and the Iron Chancellor bequeathed to France and Germany

Napoleon, Bismarck . . . and Baker

In his exuberant moments Mr Kenneth Baker is wont to demand a national education system. At the North of England Conference earlier this year, he expatiated on the emptiness of the catch-phrase "a national system locally administered" and dubbed the post-1944 education system "anarchy", lacking any clear management structure of the kind which Napoleon gave the French and (for pre-1945 days) Bismarck gave the Germans.

The 1944 Education Act was written by civil servants and politicians who were steeped in the traditions of a decentralized system. They had grown up to accept a received wisdom going back far into the previous century which distrusted central direction in educational matters. This distrust was based on strong libertarian principles. They were keenly alert to the dangers of totalitarian control and regarded the diffusion of power and authority as an important safeguard for religious and political freedom. When the school boards were set up for elementary education after 1870 it was only to "fill in the gaps", with a limited, regulatory role for central government.

By 1944, however, the limitations of extreme decentralization had become obvious. The 1944 Education Act was intended to create a strong, not a weak, Ministry of Education. Section One declared emphatically that it was the duty of the Minister "to promote the education of the people . . . and the progressive development of institutions devoted to that purpose and to secure the effective execution by local authorities under his control and direction . . .". If Ministers from the start had tested their powers to the full, things might have developed differently. But for the first 25 years the doctrine of "partnership" prevailed. And by the time this broke down and the Minister took Timeside to court, the judges had hardened their hearts against the "subjective" formula used in Section 99 of the 1944 Act. This had been intended to empower the Minister to issue a direction to a local authority whenever he or she was "satisfied" that it was in default. The judges thought such unbridled discretion incompatible with the Common Law and imposed arduous tests he must meet if he is to justify his intervention.

All that, however, is now water under the bridge to a Secretary of State in a hurry. It is no use Mr Baker complaining about the decentralized character of the English education system as if this were some newly-discovered misfortune. This is the way it is. If he wants to change it from being a decentralized system into a "national" system, we must all think seriously about what needs to be done and do it properly. This would undoubtedly

Stuart Maclure argues that if the Secretary of State wants to replace the decentralized education system with a truly national one he would be well-advised to consult as widely as possible rather than chip away at his target with a mixture of petulance and Bright Ideas

mean consulting widely (something anathema to our present masters) but it would be quicker and more effective in the long-run than chipping away piecemeal with a mixture of petulance and Bright Ideas.

The present system means the schools are going to be provided, owned and run by the local education authorities and the voluntary bodies, not by the DES. The first question to ask, therefore, is whether there is any room for the local authorities (which also levy the rates which pay half the cost) in Mr Baker's idea of a national system. Of course, this is as much a constitutional as an administrative question: the libertarian arguments still apply, and local government's part to any deliberately contrived system of checks and balances extends far beyond the maintained education system.

But behind all this there is the prior consideration of whether any system of local administration is needed for education. It would quite obviously be possible to replace local government administration by a network of decentralized central government offices, or regional appointed bodies like those which run the health service. It is often alleged that nobody in the DES would recommend such a model to their colleagues in the DES, but it might be more satisfactory than retaining the local authority set-up.



Stuart Maclure's method of preparing the ground for legislation provides a model for contemporary politicians to follow.

ing the local authority set-up stripped of all initiative against its will as a sort of Weights and Measures Office for education.

The radical Conservatives speak, instead, of "privatizing" the schools so that each could be run by a free-standing trust (or perhaps schools could be grouped into small sets with a trust running, say, half a dozen schools) each receiving money in the form of fees paid on behalf of the pupils by the DES direct.

To do this it would be necessary to vest financial control in many thousands of independent governing bodies. Would they be capable of carrying the full financial responsibilities of autonomy? Even if chairmen were paid and clerks and bursars were provided it would be a pretty precarious set-up. If the objective were thought to be desirable perhaps it could be done. But one principle on which our present scheme of decentralization is based is the idea that each local authority provides a "system" within a national system. In other words that the local authority plans a network of schools and services, not just a series of disconnected institutions. This would be swept away.

In practice, there seems more reason to think that now there is too little system, not too much. In most respects, schools operate in isolation

from each other. There has, for example, been a persistent reluctance to co-ordinate the curriculum to ensure an efficient and predictable transition from the primary to the secondary stage. There is plenty of evidence that children suffer a set-back as a result. And when schools do have to try to act as if they were part of a system - for example by organizing sixth-forms on a consortium basis - the results are notoriously patchy and often inefficient.

Where the present system obviously comes into its own is in shared services like special needs and careers and the support service provided by advisers. These would still be needed and if not provided by a local authority would have to be run centrally or by ad hoc consultants.

The local authority obviously has had a clear planning role in a time of expansion: it takes a lot of faith to believe that the "market" could have managed to provide every new housing estate with its quota of primary and secondary schools on time in the boom-and-bust years after the war. But local authorities, because of their political nature, have not been particularly good at the planning needed for falling rolls and a number of them have failed lamentably to manage the contraction of the education service. It is exactly this "system" task which authorities such as Brent have failed to carry out and explains the LEA's present staffing muddles. The market would certainly have been harsher but the end result might have been better.

One local function which would have to be preserved even in a national system is that of the "provider of last resort". If making sure children receive education is to continue to be a legal obligation on parents then the state or one of its organs must ensure that there is a school for every child to attend. But there is, of course, all the difference in the world between the need to make this last-ditch provision (or make sure someone else makes it) and providing the complete apparatus now in existence.

Mr Baker's main complaint about the present system is that it is uneven and therefore unreliable. Two reasons are given for the inefficiency of local authorities: both stemming from their "political" character. First, they are liable to be controlled by incompetent local politicians who lack the moral courage to take unpopular but necessary decisions. Second, they are liable

to fall under the control of ideologists who will adopt education policies to their own obsessions. A national curriculum and indolence. This may well be an illusion because it must be easy - perhaps easier - to brand and jazy with a set of values sent down from on high as a national curriculum. Nor is a national curriculum a protection from insidious infiltration.

There is a basic conflict of the root of the present argument is independence of all the parts and cons of a national versus a decentralized system.

The Victorian architect of education system took a far different view. So, too, did the national governments who acted as one of the influences on state attitudes - attitudes towards work and wealth-creation, social obligations of all kinds. It has been accepted that local politics, as elected bodies and school systems, would also be input into the value system. This might take the form of mining areas of elaborate and the miners and their settlement in agricultural areas of convenient to farmers. There are always areas where there is a rich party-political undercurrent. In the case of the Conservatives were always among those single advancement.

What has happened now is the emergence of a new set of authorities which see the arenas for the politics of education and anti-sexism, has a regime of the Conservative to raise its Conservative voice in education. The conservative and unavoidable threats not only the ideologists but the whole structure of decentralized policy-making and administration. Mr Baker prepares the ground for a new Education Act. He should do it as a last resort. He should not let the Butler's book and policy of the Greater London Council for doing public money to pressure groups? It is the same Mr Baker, who ensure that heads and governors who overstep are purged and disqualified from holding office?

Purse and power

Financial control to heads and school governors? Can this really be the same Mr Baker who only 18 months ago was demanding that local councilors be more accountable for the way they spend ratepayers' money? Or the Mr Baker who criticized the Greater London Council for doing public money to pressure groups? It is the same Mr Baker, who ensure that heads and governors who overstep are purged and disqualified from holding office?

Acronym

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

Credibility gap

"He has," proclaimed *The TES* of two years ago, "the sort of street credibility that most union leaders aspire to." Which shows that street cred is not all it's cracked up to be - at least not in the National Association of Schoolmasters/Union of Women Teachers. The man in question, Mr Joe Boone, former president and sometime executive member of the thinking teacher's union, has lost his executive seat only a year after he was president. What's surprising is not that he's off, but that he ever got on. The NASUWT has been called many things but never avant-garde, which is the only polite term for Mr Boone with his red braces, even redder shirt, beard and hair cut to the shape popularized by Rasputin.

It's understood that the brothers and sisters could put up with the eccentric appearance, but drew the line at his maverick approach to the NUT - he thinks a merger might not be a bad idea.

Return bout

Joe Boone never quite made it as a household name - James Felling did although he would rather he hadn't. At about the time that Mr Boone was taking office as NAS president, Mr Felling was featuring in the tabloids as the education chief the loony left were out to get.

They got him and he left the east London borough of Newham with a golden handshake, but he is back as a consultant to the Rank Organisation which is promoting a series of GCSE residential study weekends later this year.

"After 18 months of silence, I am ready to rejoin the education world," he says. "If the odds do it, so can you, Mr Boone."

Highlight gloom

Not every one loves our Education Secretary. Worried Cabinet colleagues have let the PM know that, in their opinion, if Kenneth wants to announce new Bills every second day then he should be told to stay on at the Department of Education and Science after the election to pick up the pieces should any of his bright ideas go wrong.

Which is bad news for the civil servants who now look back to Sir Keith Joseph's time as a golden age. Mr Baker calls for briefings of one paragraph with no sentence of more than three lines and with the main points highlighted. Which, given that the DES does not issue highlighting pens, is proving rather difficult.

Muddled mates

The nation's best-known teacher last week received the ultimate accolade. Opening a new primary school in Ealing, Mrs Gladys Strickland was introduced by the Mayor, Mr Percy Sennett, as "one of Terry Wogan's most noted stars." It was all too much for his Worship, "Gladys," he commented, "the prospective wife of our Prime Minister."

Purse and power

Financial control to heads and school governors? Can this really be the same Mr Baker who only 18 months ago was demanding that local councilors be more accountable for the way they spend ratepayers' money? Or the Mr Baker who criticized the Greater London Council for doing public money to pressure groups? It is the same Mr Baker, who ensure that heads and governors who overstep are purged and disqualified from holding office?

Acronym

The NUT nationally is now trying

Richard Garner reports on the background to last week's decision by the NUT executive to expel three of its inner London activists from membership

Capital punishment

For years inner London activists within the National Union of Teachers have been at loggerheads with their national executive. So the decision last weekend to expel three leaders of the NUT's biggest and most rebellious branch, suspend five officers for a year and reprimand 43 others just brings that simmering row back to the boil again.

It is one of the most thorough purges the union has ever had and is bound to provoke a furore at the union's annual conference in Eastbourne during the coming week.

Of the three expelled perhaps the best-known is Dick North, a former national executive member who has been disciplined by the union before. Until last weekend he was treasurer of the 13,500-strong Inner London Teachers' Association.

Ironically, he was also excluded from the union's last Eastbourne conference - in 1981 - having been suspended from membership for helping to organize unofficial action in Lambeth against cuts in public spending.

The other two members expelled - Mr John Esterson, a former president of ILTA, and Mr Paul Richardson, a branch official - have also had previous skirmishes with the national leadership.

Mr Bernard Regan, who replaced Mr North as an inner London executive member, is one of the five suspended for a year.

Also suspended are Ms Carole Reagen, who would have been a candidate for the vice-presidency later this year, Mr Mike Loosley, general secretary of ILTA, Ms Jane Shallice, president and a deputy head at Holland Park school and Ms Anne de Casperis, health and safety officer.

At the root of the strife is the Left's belief that individual branches of the union should be empowered to sanction their own industrial action - once they have consulted their membership. The union nationally says this would lead to anarchy - and that all industrial action must be approved by the union's national action committee.

Until 1983, the activities of ILTA were controlled by the "old guard" - under the leadership of its general secretary, Mr Bob Richardson, who went on to become national president and is now one of the officers pursuing disciplinary action against the Left. Mr Richardson is generally regarded as a member of the Broad Left alliance - which has controlled the union's executive for the past three years. However, in inner London circles, he is known as an enemy of the Left.

At the root of the strife is the Left's belief that individual branches of the union should be empowered to sanction their own industrial action

In 1983, he was replaced as ILTA general secretary by Mr Richard Ricker, from Hackney, who - although not a member of any political party - described himself as a "revolutionary socialist" in an interview with *The TES* soon after taking office. Mr Ricker, one of the 43 reprimanded, was supported by members of the Rank and File '83 group and the Socialist Teachers' Alliance - whose politics mirror most closely those of Mr Tony Benn.

However, a split between the Left groups two years later meant that he lost office to the STA's candidate, Mr Mike Loosley. This victory pleased the Labour leadership of the ILTA which felt that the NUT at last had a London leadership with whom it could "do business". But the ILTA's growing financial crisis and ILTA's refusal to let the template redeployment meant that matters came to a head again earlier this year. (The NUT nationally is now trying



Personae non gratae (clockwise from top left): Dick North, John Esterson, Mike Loosley, Jane Shallice and Bernard Regan.

THE TIMES Class of '66

At the height of a decade in which Germaine Greer (right), produced that feminist bible *The Female Eunuch*, writer Lee Rodwell was at university. But what lasting influence, if any, did Greer and other gurus of the Sixties have on women students of the time? Next week in *The Times* they speak frankly about dreams realised and dreams dashed, 21 years on



. . . and regularly in *The Times*, Bernard Levin on the way we live now, Irving Wardle at the theatre, John Clare on education, June MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, John Higgins at the opera, David Robinson on the cinema, David Sinclair on rock . . . and much more

THE TIMES

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Heads give grim picture of the age of the drain

Physics staff accounted for 7 per cent of the teachers who quit the profession for other jobs during the past 12 months, according to the information collected by *The TES*. This means a loss of between 4 and 5 per cent of physics teachers over and above natural wastage from retirement and death.

This is twice the average for all teachers. 14 teachers also emerged as a high wastage group - just over 3 per cent left. Mathematicians constitute about 11 per cent of the secondary teachers leaving the profession.

We wrote to every tenth secondary school from a list provided by a direct mailing house. Of 495 schools contacted, 355 replied, a response rate of more than 70 per cent.

Of these, 163 schools, or 46 per cent, reported losing between one and ten teachers to other jobs in the past 12 months.

In all, 308 teachers, some teaching more than one subject, were said to have changed careers.

Crossed up, this gives a national estimate of 4,400 teachers, or about 2 per cent of the 236,500 teachers in post in January 1986. The sample was not scientifically constructed, so a breakdown of the problem area by area is impossible. Nevertheless, a disproportionate number of schools reporting losses seemed to come from the south-eastern corner of England.

Our estimate of leaving rates within subject areas are again based on grossed-up figures.

The young and frustrated hit the road

Ten teachers have left Boswells comprehensive school in Chelmsford, Essex - seven for jobs in commerce and industry.

Two taught maths, one taught physics. They were employed by Marconi, which, according to head Mr Greg Levitt, "always complains that local schools don't produce enough maths or physics-qualified youngsters".

Three of those who left were physical education teachers. Most changed career because of disenchantment or for economic reasons.

The Boswells story was one of the most dramatic to arise from our survey, but other schools, some of which chose to remain unidentified, reported similar devastation in the staffroom.

One head, detailing eight departures from across the curriculum to pastures ranging from the armed forces to the church, commented that all were losses to the teaching profession. Salary and working conditions were cited as reasons for their decisions to move.

Elsewhere, a craft, design and technology teacher found he was paid as much to mend trucks at weekends as he was for his school work, and a special needs teacher went into banking and took an immediate 50 per cent increase in salary.

A chemistry, a maths, and a physics teacher all left Abbey Wood comprehensive in south London. They were among five who took a job outside teaching in the last year - and other staff are taking early retirement.

The maths teacher, who has left to work with computers in industry, spent 18 months at the school, learned about computers from the school's head of computer studies, and promptly left to earn more money than she did.

Mr David Jones, head of Bexley Grammar School, chronicled the loss of six staff over 18 months, two of whom taught French; one went into an import/export agency, and the other to the office of the Director of Public Prosecutions.

Most of those who left were young teachers frustrated by lack of promotion. "We seem particularly vulnerable in Greater London. All subject areas are problematic areas for replacement. Some school departments, with only one or two staff, are especially vulnerable."

Mr Jones mentioned the "almost nightmare" worry over courses which may be left unfinished because of staff leaving.

Bishop David Brown school at Woking, Surrey, illustrates the point. The two-teacher team responsible for craft, design and technology, and ceramics, went into a home improvements business together, leaving their head with a recruitment difficulty.

Angmering school in West Sussex has lost two full-time and one part-time teacher from its maths department in the past 12 months, though one may return to the education



Over the wall: some teachers find the armed forces have more to offer than the classroom

Computer beckon

"Two excellent teachers" left Bexley school in Stevenage - the head of school for Rank Xerox, a science teacher for Manulife Insurance group.

Their former head, Mr Nick Griffin, wrote: "Their reason for leaving was basically quite simple. Scale 4 head of mathematics, a some 12 years in teaching, and the prospect of further financial reward in the profession."

"It is a sad indictment of the fact that the nation places on state education when a teacher on the top of Scale 4 can leave the profession and do himself just three months later a job with far less pressure, and more, with a company car and fringe benefits, and with real prospect of further advancement."

"My Scale 2 science teacher, who desired to leave the profession, has a dedicated member of staff and responsibility for environmental science within the science department worked at least 70 hours per week and enjoyed the work immensely."

"He concluded, however, that the level of pay would effectively prevent him and his wife from raising a child. After a 16-week MSC retraining course in computing, he rapidly found himself, in his words, 'at last paid a decent rate rather than accumulating debt'."

"Until we have a Government who is genuinely committed to the job of high quality state-funded schools, with appropriate resources in books, equipment, ancillary support, attractive salaries, I fear that the loss of high quality young teachers is likely to continue."

All areas short

"You are asking the wrong question," wrote a head from the London borough of Havering, who had no teachers resigning to take outside jobs.

"My losses have been via promotion, out, retirement and sabbatical, compounded by falling rolls. The shortage appears to be at the bottom end of the profession."

"There are no teachers in any one area available to cover losses from October and the following June. It leaves an impossible mid-year situation. Most first-time appointments made for September."

"If you are searching for a definition of shortage subjects, our answer is Havering is that all areas are short. Shortage areas and the sooner other people who make assumptions come to realize this, then the better someone may take action on it."

PERCENTAGE OF TEACHERS TAKING UP NEW CAREERS



genuine vocation" who departed because of the "sourness of staff". "My staff are supposed to be several cuts above average... so God help the rest."

A number of schools who had not had resignations in the past 12 months did report that "getting under the wire", "getting out", "digging a tunnel" and other euphemisms for leaving the profession were now regularly heard in their staffrooms.

Some schools reported little interest in investigating jobs outside teaching, with staff appreciating the security of the job despite its hardships and frustrations and real concern at the loss of negotiating rights.

Many heads were worried more about future recruitment than the departure even of talented teachers.

Mr Leslie Turner, deputy head and director of studies, at Binkley Park school, Coventry, remarked that new in-service training arrangements, plus "the mountainous load of GCSE admin", and cumulative stress was leading to more teachers being absent and more need for supply staff to cover. These "are almost impossible to find."

Mr Turner added: "I, for one, spend most of my time hunting for anyone to plug gaps and rewriting the school timetable. Any attempt to do what a deputy head ought to be doing is destroyed by full-time crisis management. Imagine the effects upon the students."

The now common problems of finding science, maths, CDT, business studies, RE and PE teachers cropped up in comments from different schools. Redeployment procedures, under which heads were asked to consider applications from other local schools, often took so long that any useful college leaver is already taken up, one head commented.

Mr Richard Coates, at Bay House secondary school, Gosport, in Hampshire, said: "The local problem with teacher supply at the moment is the very small number of people of high quality entering the profession. By about April/early May each year, nearly all the most promising new entrants have been snapped up. Local education authorities which do not give out their secondary staffing figures early are losing out."

There were isolated happy stories revealed by our survey. Boleover school in Derbyshire lost one teacher to an outside job, but had recruited three from industry, two research chemists and a computer studies specialist.

Headed with a pet pelican

Crest brushes up the image of science

by Jeremy Sutcliffe

Flipping idly through a magazine one day 16-year-old Nicholas Bidmead came across an article on road safety. It extolled the virtues of teaching children through practical experience - but left Nicholas wondering how this could be done in the classroom.

The answer, it turned out, was simple. He made his own pelican crossing, complete with flashing red and green men and push-button controls.

His prototype - made from a polystyrene paint tray, an old baking tray, and a drainpipe - was produced for just £25. Now he is looking for a manufacturer to take up his idea, for use in primary schools.

Nicholas, a fifth-year student at the independent Royal Grammar School in Guildford, is one of 20 pupils at 28 Surrey schools who have been taking part in a pilot award scheme designed to bring creativity into science classrooms.

The scheme, known by the acronym, Crest (Creativity in Science and Technology), is intended to stimulate more young people to take up shortage science subjects at universities and polytechnics.

Based on the Duke of Edinburgh awards, it is the idea of Dr Mike Goodfellow, who as director of Surrey University's Technology and Science Centre has the job of promoting science in schools.

The Crest scheme has brought an overwhelming response from the schools taking part, and has now been taken up and launched nationally by the Department of Education and Science, with help from industry.

The problem with the shortage of science and maths teachers is with us now, says Mr Goodfellow. "But the remedies - the really successful ones - are going to be those which sow seeds for the long-term future. Hopefully many of the young people involved with Crest will go onto university and college and become the science and maths teachers of the future."

The scheme offers bronze, silver and gold Crest awards for children of secondary school age who complete problem-solving science projects. They are graded according to technical complexity and time spent, with gold taking up to 100 hours work, silver about 40 and bronze 10 hours. Nicholas Bidmead's prototype - original, simple and with an obvious practical value, is a silver award project.

One of the most attractive features of the scheme is that it brings in experience from industry. The Surrey schools are working in tandem with the Institute of Electrical Engineers, which has persuaded dozens of engineers to go into schools as advisers - affectionately called "uncles" - on Crest projects.

One such uncle is retired nuclear physicist, Mr Donald Harrison, who has applied his professional expertise to his life-long hobby, tennis. He now spends much of his time at The Ashcombe county school, Dorking, helping A-level technology students work on five problems affecting tennis players.

The school's efforts have attracted keen interest, backed by offers of hard cash, from the Lawn Tennis Association, ICI, and Dunlop.

Alison Dibden, aged 17, is working on a silver Crest award, developing a machine to test the grip and bounce of tennis balls on a variety of plying surfaces.

"Clubs are worried about putting down new courts without having knowledge of how they will compare with conventional surfaces."

"Alison's work will give a way of making these comparisons in engineering."



Courting success: Alison Dibden is developing a machine that tests the bounce of tennis balls

ing terms," said Mr Harrison. Mr Brian Ansell, a former Scale 4 science teacher and now Mr Goodfellow's deputy in charge of the Crest scheme in Surrey, is also optimistic that the scheme will "bring out the creativity of children that has been forced out of science teaching for too long. In time

dem with the new GCSE, it should give teachers a positive reason to encourage children to get involved in problem-solving methods of teaching."

● Six GEC employees are heading for the classroom to help Essex schools overcome teacher shortages, writes Lisa Donaldson. The six volunteers

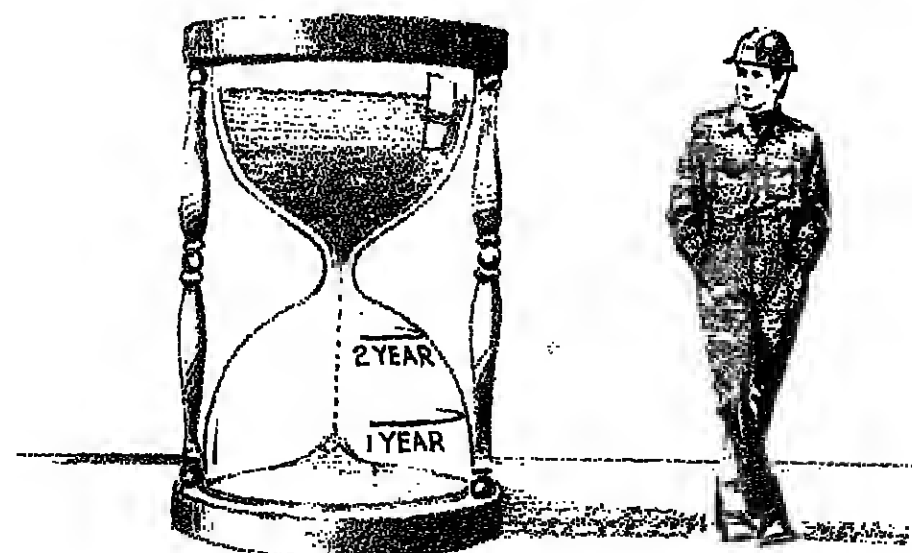
could start work as teacher-support staff in the summer term. Talks have already been held with heads in south-east Essex to see how they can best be used.

Mr Bruce Arthur, GEC Avionics training manager at Basildon, said the move was in response to the Department of Education and Science document, *Action on Teacher Supply in Mathematics, Physics and Technology*.

Mr Andrew Baxter, Essex County Council area education officer, said that most of the GEC men had degrees and noted that they would probably be employed in CDT, physics and electronics classes. Heads would, however, be encouraged to use their services across the curriculum.

Mr Baxter said: "It will not ease the shortage directly. But it may eventually because at least two are interested in teaching as a second career and this is a way to test whether their interest will turn into commitment."

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PRIMARY



Queen's counsel: a pupil at Sunnybank primary in Whitfield, Manchester, pits his wits against classmates on the giant chess board the school has just laid down and is lining out to raise funds.

Call for playgroup policy

All local authorities should have a policy for under-fives and should involve the playgroup movement in their planning, Ms Gillian Pugh, director of the Under-Fives Unit, told a conference at the weekend.

The Under-Fives Unit is a co-ordinating body for pre-school organizations formed last year with a grant from the DHSS.

Speaking at the Pre-school Playgroups' Association's annual conference in Birmingham, she said that in many parts of Britain playgroups were

the main providers of places for three and four-year-olds and yet they were given scant financial support and little say in policy-making.

A PPA survey showed that one-third of playgroups receive an I.E.A. grant and there is huge variation from one area to another. Excluding inner London, where the average annual grant received in 1985-86 was £3,660, three-quarters of those groups receiving grant aid received less than £200 a year. Groups raised £5 million - an average of £356 per group.

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Experts accept need for a national curriculum

Virginia Makins reports from the Primary Education Study Group's annual conference in Ambleside

National testing of all seven and 11-year-olds would be an expensive failure, a group of primary experts, heads, teachers and administrators agreed last weekend at a conference at Charlotte Mason College, Ambleside.

But they gave a cautious welcome to the Government's plans for a national curriculum framework, and agreed that systematic ways must be found to bring all primary schools up to a reasonable quality.

More than one speaker said that standards were unacceptably uneven, and the Government's concerns about poor curriculum planning and low expectations in some schools were justified.

Some schools and local authorities had not even begun to develop clear curriculum policies, and even good schools did not always successfully explain their aims and practice to parents, or give them clear information about children's progress.

The conference was organized by the Primary Education Study Group, which was formed four years ago to try to shift public attention to the needs of primary schools. The group brings together teachers, administrators, academics, and inspectors and advisers.

It currently includes Mr Walter Ulrich, recently retired Deputy Secretary at the Department of Education, Mr Norman Thomas, retired Chief HMI for primary schools, and four chief education officers.

Ms Angela Rumbold, Minister of State for Education, opened the conference with a speech that reiterated the Government's plans for a national curriculum, and national testing at seven, 11 and 14.

She said that the national curriculum would include targets defining what children of differing abilities would be able to do, know and understand at different ages.

The aim was to raise standards in a "broad and balanced" range of subjects, and to remove the present differences between schools.

The Government was concerned with the range of the curriculum, and with what children knew and understood at the end of their primary schooling, not with the way teaching was organized within the school, said Mrs Rumbold.

"The targets should not be allowed

to result in an unduly narrow approach to teaching and learning... we aim to leave teachers to exercise their professionalism and initiative in determining, to a large extent, what is actually taught and how it is taught."

But the Government would define the essential content, skills and processes to be covered in each subject. Attainment levels would be "worked out" by the best minds and most experienced practitioners we can find.

Most of the measurement of children's attainment would be done by teacher assessment, some of it externally moderated, but it would be supplemented by "specifically devised" national tests, said the Minister. The emphasis should be on diagnosis and development.

"We are well aware of the risks of attainment tests - too much constraint on what is taught and learnt, too much standardization and too little differentiation," she believed realistic targets would improve standards, and the motivation of pupils and parents.

Four different working groups at the conference quickly reached a surprisingly unanimous response to the Government challenge, and the PESG will now send that response to the Minister.

They accepted the need for an outline national curriculum - six sides of A4 was suggested as an appropriate length. They also agreed that the HMI paper, *The Curriculum from 5 to 16*, was a good basis for such an outline.

But any powers given to the Secretary of State should be hedged round with statutory obligations to work with teachers, parents, local authorities, and industry and commerce when determining the curriculum, and to have due regard to the balance of the whole curriculum.

"No doubt in the early days the

Government will be as anxious as we are to make the process as uncontroversial as possible," said David Winkley, head of a large city junior school in Birmingham, "when a future Secretary of State has to make a mark, the curriculum will be an easy, soft-bellied target."

Local authorities would then have more detail to the curriculum - about 12 sides of A4 - and pass it to schools, where teachers and governors would work out the details in a continuous development.

It was particularly important, teachers, working together in schools, to develop their own approaches to the curriculum, and to develop their own work, that was now seen to be primary.

Most people at the conference believed that this mix of national curriculum development, with appraisal and linked in-service training, would in itself raise standards where necessary and ensure maximum provision between schools.

But Mr Bill Laar, Ofsted's chief adviser, added that it all depended on getting a reasonable deal, and take part in a lottery as at present standards of resources had also been raised to a reasonable level.

All primary schools should be obliged to work out a development plan for the school with local authorities, and the plan should be made intelligible to parents and governors.

They should also be required to develop pupil profiles, covering the main curriculum areas identified in the HMI, that would give children, parents and teachers a much clearer picture of individual children's progress, national tests, and would help to appropriate targets for future work.

Such profiles could include the results of standardized tests - the people from schools and local authorities that now used such tests to find their crude and unreliable indicators of levels of achievement and progress.

The Government's requirement for some external moderation of teaching and assessment was welcomed, and the group proposed that every primary school should appoint an external consultant to monitor standards and progress.

Ulster sees rise in bad behaviour

by Carmel McQuaid

Disruptive behaviour among schoolchildren in Northern Ireland has increased markedly over the past 10 years, extending for the first time to primary level.

A Government working party chaired by Dr Robert Rodgers, principal of Stranmillis College of Education, reports "growing disquiet" among teachers in 1,624 Ulster schools at the incidents of vandalism, protection rackets, mindless defiance, lack of respect for authority, and disregard for commonly-accepted values - in some cases by one pupil in 20.

Secondary and boys' schools, schools where teacher numbers have dropped, and schools with large classes are worst affected. By contrast, schools where staffing has improved during the previous five years were more likely to report a decrease in indiscipline.

At primary level, nearly three in every 10 principals judge the problem to have deteriorated in the last five years, with just under 3 per cent of 5,200 pupils deemed "regularly disruptive". Teachers blamed home background, peer groups, emotional disturbance and inadequate social skills for the trend, but discounted factors like the curriculum, staff turnover, housing and unemployment.

Among secondary level pupils, such home circumstances as broken marriages, drug abuse, stress, and parents who were mentally ill or imprisoned were viewed as highly conducive to misbehaviour.

While only 24 per cent of secondary



Belfast, children: on the road to discipline

heads, 27 per cent of secondary teachers and 16 per cent of primary staff supported the abolition of corporal punishment, most principals and about 42 per cent of teachers regarded it as "a crude instrument of control" which treated the symptoms but not the cause of indiscipline. More than one in three saw the use of the cane as destroying the relationship between teacher and pupil.

The report concludes that how schools are run influences pupil behaviour. It advises teachers who cannot handle problems to seek the aid of senior staff rather than get trapped in "professional pride" for fear of being considered a failure.

The appointment of teachers responsible for home-school links is recommended since contact with children's families, viewed by teachers as essential for order in the classroom, is

confined to few schools. It calls for a clear discipline policy with firm rules which should be readily enforceable. Punishment should be made to be a crime and should not be so extensive as to leave the pupil resentful or alienate parent support.

The report sees withdrawal from the remedy for very difficult cases. Those would remove the "playground" elements which can be used to diffuse tension after a conflict with a teacher.

Primary Index

Team games
Integrated geography project
GINN reading scheme

SCHOOL TO WORK

Mark Jackson looks at the HMI report that casts doubts on a Government plan

NAFE is safe with local authorities, inspectors say

The further education colleges of England and Wales have come through the first general inspection of their non-advanced work with flying colours. A team of ten are providing an effective service for students, employers, and their local community.

The HMI report, based on a close study of a representative sample of 34 colleges and visits to 278 employers during last year, establishes a definitive picture of the state of non-advanced further education before the new arrangements for the Manpower Services Commission to oversee NAFE planning had any significant effect. Its findings are bound to cast further doubt on the Government's justification for taking control of NAFE funding out of local authority hands.

In contrast with the Government's allegations that colleges were out of touch with employers' needs, the inspectors say that NAFE is "a flexible and responsive service". Ninety-five per cent of the employers were satisfied with college provision, over half of the total saying it was more than satisfactory. Nevertheless, the inspectors call for improvements in college marketing, management systems and staff development, and urge local authorities to sharpen up their colleges by redecoration.

To assess the quality of the education provided, the team inspected more than 5,000 classes, 10 four out of five, the teaching and learning were found to be satisfactory or better, and to more than a quarter they could be described as good.

In the 14 per cent of cases where classroom practice was less than satisfactory and the 4 per cent where it was poor, blame was not entirely ascribed to teacher performance or inadequate lesson-planning. Some cases showed inadequate or inaccessible resources, and over-timetable, leaving little time for learning outside the classroom, was common. The inspectors cite one college where students spent up to 35 hours a week in class.

The inspectors found that some lectures were excessively long, with sessions lasting two, or even three, hours. The best lectures were carefully prepared, well-structured, contained accurate and up-to-date information, and were delivered with appropriate illustrations. But these became tedious where they were used as the exclusive or predominant method of teaching.

In some cases, lectures were poorly researched, confusing, dull, and lacking in pace. Some sessions were dominated by note-copying or taking dictation, and the development of oral proficiency was given too little attention.

The teaching of study skills is frequently neglected, say the inspectors, with few students being helped to develop good study habits or encouraged to discover for themselves. Libraries were not generally used enough.

"A less teacher-centred approach in learning should be encouraged and class-contact hours reduced where appropriate," they advise.

Some form of work experience was provided on most vocational courses, and they were in general well-organized and recorded, the inspectors said. But disappointment was expressed at the slowness in introducing information technology throughout college work.

FE teachers, many of whom had had no initial teacher training, were praised for coping well with the unprecedented changes of the past decade. But inspectors pointed to a significant minority of teachers who have found difficulty in adapting to new client groups and other new demands.

Although a substantial proportion of college teachers had industrial or commercial experience, little if it was

recent, and few colleges had any effective arrangements for their staff to spend time in industry. The inspectors say that colleges should give priority to arranging short secondments, and in providing courses in the use of information technology unit in more effective teaching methods.

In general, the inspectors judged that resources were sufficient to meet current demands, with colleges having become more cost-conscious and cost-effective. The quality of accommodation varied greatly, some of it being highly unsuitable or inadequate. Clerical and administrative assistance was generally inadequate, hardening teachers with excessive office work, and there was a shortage of technician support in some fields.

The inspectors suggest that if the size of teaching groups - an average of 12 students - was increased, better use could be made of resources. Other matters singled out for attention are: the time devoted to teacher-directed learning; student retention rates; examination success rates; student designations; and client needs.

Local authorities could help by becoming more closely involved in college planning and by having "efficient training programmes" for, among other things, the provision of administrative, clerical and technical support staff "to free teachers to do the job for which they are paid".

College contacts with schools are deteriorating, warn HMI inspectors, because spending cuts have forced the abandonment of many link courses. They also report that growing competition for the over-16s is a response to falling rolls is producing some strain between the two sectors.

In general, contact varies considerably, not only between different colleges, but among departments within the same college.

Beyond college open days, usually well-attended by senior pupils and their parents, and schools career conventions attended by college staff, liaison is not strong, say the inspectors, who were told that there was a lack of understanding of the FE system in schools.

NAFE in practice, HMSO, £4.50



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James Meikle begins the Easter union conference round-up by reporting from the Secondary Heads Association conference in Nottingham . . .

Ducking the Minister's flying menagerie . . .

"I don't consider anything is a dead duck in a range of education policies I am considering at the moment," it was probably a good thing for Mr Kenneth Baker that the headteachers' peace of mind that Mr Kenneth Baker made this comment at a small press conference rather than at the SHIA conference itself. For it is clear that heads are pretty tired of all the policy initiatives flying out of the Education Secretary's office - a sign, they think, that a June election is on the way.

Mr John Weeks, head of the Gurdian School in Portsmouth, Avon, was not afraid to raise the concerns during a vote of thanks. Mr Baker kept pulling

rabbits out of his hat, Mr Weeks noted, until there was a "veritable menagerie" including some old rabbits in new fur. Yet Mr Baker's imposition of pay and conditions had endangered talks on the General Teaching Council and appraisal - two existing projects which would have done more than any of his schemes to put the profession and education service back on its feet.

Mr Baker's conference performance had been as smooth as ever. He paid tribute to them and their deputies for keeping schools going through disruption and said he was encouraged by the MORI poll, published in *The TES* last week, which showed that more than

half the country's parents did not think teachers were justified in striking over the loss of negotiating rights. He fielded criticisms over GCSE funding by assuring his audience that his department was conducting spot checks on local education authority spending.

"Some authorities have funded for GCSE pretty adequately to say the least. I have been to schools where the funding was £90 per child. I have found others where it is considerably less than that."

All in all, it was a pretty polite - but no more than that - evening. Mr Baker, invited to talk on "Agreeing the agenda

for recovery", has in fact set it already. The heads were more than a trifle confused over words. This minister had tantalized them with the attractive thought that with devolved financial management they would lose the dispiriting form-filling bureaucracy of local government, and have the freedom to choose how they spend their money.

But Mr Baker said nothing about heads getting the blame in future for cuts, nor could he dispel doubts about his intentions. Only last year he had given more power over what was taught in schools to governing bodies, heads pointed out, yet now a national curriculum was

flavour of the month. They are hardly happy either at Mr Baker's management structure and

dreamed the idea of distributing £1,000 of the £500 allowances being given to teachers in October as part of the imposed pay and conditions settlement. Most of these will be paid for outstanding classroom performance, according to a Government consultation paper, but the heads seem to have little doubt how the recipients can be chosen.

"Grievance procedures for teachers who don't get allowances could be flying round like confetti," one head complained.



Michael Duffy: drip-feeding is not sufficient

State system support call

The Government was accused of "C streaming" state schools by Mr Michael Duffy, president of the Secondary Heads Association, in his winding-up speech to the Nottingham conference.

"It is the duty of government to care for the public education service in its charge; not just to drip-feed it, babe it for acceptable behaviour, and frequently bowl it out in public," he said. Mr Duffy, head of King Edward VI school, Morpeth, Northumberland, told Mr Kenneth Baker: "Your support of your schools is at best equivocal. Your call for a return to professionalism rings hollow to teachers who have been deprived of the most basic of professional rights."

Mr Duffy's view of the national curriculum was an idea whose time had gone. Shorn of its rhetoric, it looked narrowly prescriptive, "an exercise in prescribing content and exercising quality control".

Mr Duffy also attacked Mr Baker's management structure for schools, which looked not only inflexible but archaic. "We believe in team-management, and team training . . . we know that this makes for thinking, responsive, effective schools and we know that our teachers are not our worst force. They are our professional colleagues, and we are as answerable to them as we are to our government and senior education officers. Our management of our schools begins with bare management and bare classrooms."

Mr Duffy warned that teachers treated as "hired hands" would be accordingly - although he appealed to other unions not to take industrial action.

"It will further alienate child and parental support, and it will make the job of teachers harder than it is. It will play into the hands of Mr Baker because it will further divide the profession, and give substance to his view of the management-workforce relationship."

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James Meikle talks to Belfast's Eamonn O'Kane, the incoming president of the NAS/UWT . . .

The life of Eamonn

The campaign we are on at the moment will be successful. The period of time might be a matter for argument."

In those two sentences Eamonn O'Kane demonstrates characteristics that should help him in his year as president of the National Association of Schoolmasters/Union of Women Teachers - determination, confidence, and patience. The fast-talking Irishman will also need his sense of humour.

The 41-year-old history and economics teacher, who has been tipped as a future general secretary of the NAS/UWT, takes office as the Government is imposing a pay rise, conditions and career structure that his union opposes. He heads a union whose members are still ready to strike and disrupt schools, are intensely loyal to the cause and are very demanding of those they elect to lead them.

Eamonn O'Kane started in teaching in 1969, after gaining a history degree at Queen's University in his home city of Belfast, and a diploma of education at University College, Cardiff. Subsequently, he got a master's degree at the New University of Ulster at Coleraine.

He has always taught at St Patrick's secondary school in Belfast's Antrim Road. It was one of the first post-war schools and shows its age. It embraced the comprehensive ethos, although the Northern Ireland system is selective, and still has a healthy sixth form.

It takes youngsters from one of the city's more troubled Roman Catholic areas - the New Lodge and Unity Flats. "I won't say we missed The Troubles. We have had bomb scares. The school has also been closed because of strikes - not teachers' strikes - of one firm or another."

"We have even had people carrying weapons into the school. This hap-

pened on occasions in the early 1970s. They would demand the school be closed to commemorate certain events. There are many events to commemorate in Northern Ireland, and therefore there would be many requests to close, all of which were usually resisted."

"There were tensions, though I think looking back now, and this is true of many teachers, we tend to engage in a sort of gallows humour."

The National Association of Schoolmasters, as it then was, began recruiting heavily in Northern Ireland only a few years before Eamonn O'Kane entered teaching. It sold itself, under the militant leadership of London-born Irishman Terry Casey, as a national union in competition with the traditionally Protestant Ulster Teachers' Union and the mostly Catholic Irish National Teachers' Organization (The Assistant Masters and Mistresses Association is also a force over the Irish Sea).

"The union embraces both Catholic and Protestant teachers and for me that was critical. It organizes in all schools and embraces teachers of all creeds."

This proved valuable in dealings between St Patrick's and the nearest Protestant school. "We have sometimes had conflicts between our pupils and if we hadn't had the union as a means of communication, things would have been more difficult."

Eamonn O'Kane moved on from school representative, became involved in the Belfast NAS/UWT, and was elected president of his local branch before being elected to the national executive in 1978.

His appearance on the Burnham pay negotiating committee (not responsible for Northern Ireland) in 1980 caused a stir. "The National Union of



Eamonn O'Kane: teachers in Belfast can relate to gallows humour

Teachers do object initially to my inclusion until it was pointed out that if the test of being a serving teacher in England and Wales were strictly applied, this would mean the immediate departures of Mr Fred Jarvis (NUT general secretary) and Mr Terry Casey (then NAS/UWT general secretary)."

The refusal to talk about conditions of service in Burnham, though useful for the unions, "had clearly become indefensible", he admits. But he argues that was no reason for depriving 400,000 teachers of any negotiating rights. "It is a very, very large number of people. There will inevitably be differences of opinions."

Nevertheless, there is unity of purpose now, he says, attacking the "facile assumption" that people would generally welcome the knocking together of heads by the Government.

"The world is, however, changing for trade unions. We would be very, very foolish to ignore those trends."

The union will now hold strike ballots, for instance, despite conference votes against the practice, because Herefordshire and Worcestershire County Council took a lead in demanding damages for action not backed by a union ballot. The court case is pending. Discussions about inter-union uni-

ty, at least between the NUT and NAS/UWT, have begun under TUC auspices.

Eamonn O'Kane is, however, more immediately concerned by the demands made by one of the heads and deputies only unions, the National Association of Head Teachers, for separate negotiating machinery.

"It is very dangerous. It could lead to the isolation of headteachers from their colleagues in the way that American principals are regarded as a quite separate species from teachers."

The other development could be that teachers will come to say: "These people are being given this increased authority in quite a substantial way, yet we have, except through teacher governors, very little say as a body in selection of heads."

"It is not appropriate for teachers to be involved either through elections or by having a very big involvement in the selection process."

Eamonn O'Kane says that, while a good headteacher is a very important element in a good school, it is by no means the only one. His "radical solution" would generate commitment and "would enforce the position of the headteacher with the sort of authority that matters, that is the judgement of

his or her peers." He does not think the NAHT would be "desperately delighted" but says that if the Government now wants leaders of trade unions to be elected, it should put such school change on the agenda.

Eamonn O'Kane's increased union activities will mean even more time away from Belfast. His wife Geraldine and teenage daughters Adrienne and Catherine. They have already meant less teaching. A-level teaching to adults in the evenings was the first to go, then marking O and A level papers, and finally the teaching of examination classes.

He says he used to find it difficult to tell if he were marking a Catholic or Protestant pupil's paper. "The children wrote in a most mature and objective way," he remembers. This was a tribute to the teachers, of course, but typically he adds: "They obviously write with a view to the examiner. The examiner is probably a liberal. You don't upset a liberal."

Other people have tried to upset him, however. One officer from another Northern Ireland union congratulated him on the NAS/UWT presidency because he would be spending even more time in England.

. . . while Ian Nash meets an NUT president better known for his educational experience than industrial action

Ian Morgan will defy anyone to come up with a sixth-form institution that is better than a tertiary college.

It is a stance one might expect from a militant college lecturer out to play into the hands of teacher unions, but somewhat surprising coming from the future president of the National Union of Teachers.

As vice-principal of a large Lancashire tertiary college for 13 years, he is unique in being the first president chosen from what is, after all, the further education sector. Privately, he argues that the NUT will eventually come down unequivocally in support of his view.

"The union is now dealing with questions I was asking myself 20 years ago. The fears expressed by members facing secondary reorganization are traditional fears. I believe I have already found many of the answers."

It is a combination of persistence and rare patience that won 55-year-old Ian Morgan the approbation of his NUT executive colleagues and the presidential vote of the ordinary members.

His persistence is strengthened by a strong streak of independence - he has never belonged to a political party - but lately his patience has worn thin, not with the union but with the Government. He approaches the Burnham annual conference in an increasingly defiant mood.

Staff at his college, WR Tuston, in Preston, have pioneered vocational education, have become shining examples of good co-operation between schoolteachers and FE lecturers, and have been rewarded with what he sees as a steady erosion of pay and conditions from a thankless Government.

Ian Morgan admits to joining the NUT for educational rather than trade union reasons and says that he has concentrated on this area during his years on the national executive.

But the moderate has turned militant or, rather, defiant. He is rarely, if ever, aggressive but always determined. Opponents on the executive find his peaceable yet resolute approach disarming.

He has grown increasingly angry at the Thatcher Government's centralist style since 1979, but the real crunch came with the abolition of negotiating rights. He sees that decision as an attack on democracy.

Ian Morgan was born in Pentwyn Mawr (in what is now Gwent), eldest son of a schoolteacher. Following his secondary education, he read English and theology at St John's College, Cambridge. From teacher training, he went to Preston Grammar School in 1954 to teach English and religious education.

At one time it seemed he might enter journalism. He was a keen story writer and sports editor of the student newspaper *Varsity* while at Cambridge. But teaching was his true vocation (a word he believes has been



Ian Morgan: persistent and patient

bastardized by the Manpower Services Commission), and there his gift for rhetoric was never wasted.

Nor was his rhetoric wasted on the NUT executive, where it has proved formidable. During one heated debate on committee budget cuts, Bob Richardson, outgoing president, claimed certain cuts were unavoidable and, alluding to Abraham's sacrifice of Isaac, said: "On this occasion the Lord will not provide."

Ian Morgan spotted the weakness and cut clean through the sophistry by completing the Biblical quotation and begging whether the executive was really incapable of finding a sheep to slaughter rather than its only son. The executive agreed to rethink its strategy.

In at the start of tertiary reorganization, he became senior tutor of Preston sixth-form college, then vice-principal of WR Tuston under which all sixth-form studies were subsumed in 1973.

He has lived in "Cheshire" for years on the national executive.

since with his wife, Edith. They have one son, Glyn. Ian Morgan joined the NUT executive in 1974 and soon became chairman of the press and publicity and teacher education committees. Ten years ago, he might have argued that educational arguments could be fought and won in a different arena to pay and conditions of service.

"Now, without such a struggle as we are having, the educational ambitions of the union will be difficult to realize."

He has seen cherished plans to improve the profession "crushed under a series of hammer blows".

The Advisory Committee for the Supply and Education of Teachers (ACSET) was on the verge of a revolutionary curriculum organization staffing formula for schools when it was abolished, he says.

Work of the Schools Council was coming to fulfilment when that too was abolished, and now the Education Secretary has even turned the Council

for Educational Technology (CET) into a nominated body, removing its right to representation. Ironically, he had convinced the NUT executive to co-operate with projects such as the CET computer-supported self-study methods which many saw, cynically, as a short-term expedient to replace expensive teachers with inexpensive machinery.

"But the conditions of service committee (of the NUT) agreed not to oppose it at my request because we were represented and were being properly consulted."

"The Government cannot reasonably expect such co-operation from teachers to continue."

Ian Morgan was also responsible for much of the influential NUT submission of evidence to the Cockcroft committee of inquiry into mathematics. Future work of this calibre too is jeopardized, he believes.

Every year since 1980, NUT presidents have said theirs is the toughest for the profession. Ian Morgan says his year is no exception, with a general election pending "and the latest assault on our conditions of service". Other cherished dreams such as the birth of a general teaching council will have to wait. "The prime task must be to restore our negotiating rights. We will produce a manifesto for the general election in which we will ask all political parties to comment."

He will also urge NUT members to oppose city technology colleges, to monitor proposals for Technical and Vocational Education Initiative schemes and to be vigilant over possible efforts to force through teacher appraisal schemes. When Ian Morgan counts his successes, number one is "what I have done to promote the cause of education in Lancashire, in particular in helping establish a successful tertiary college." He is remarkably unassuming about everything else, including his rise to the top.

But he warns that industrial action without any economic impact was only sensible if it enlisted public support.

. . . and continues with coverage of the Assistant Masters and Mistresses Association in Harrogate

Sabotage charge over pay talks

The Government deliberately sabotaged the teacher pay talks before stepping in with its imposed settlement, Mr Frank Groatke, the president of the Assistant Masters and Mistresses Association, claimed.

Mr Groatke said the main cause of the breakdown in last year's ACAS-led talks, was the determination of this Government that the Burnham committee should first collapse, then be abolished.

Mr Groatke, who had also highlighted disputes between teacher unions, received prolonged applause when he said: "Teachers belonging to this association will never, I repeat never, tolerate the removal of their negotiating rights. We will campaign publicly and remorselessly for their return."

But he warned that industrial action without any economic impact was only sensible if it enlisted public support.

Mr Groatke, a physics teacher from Ashleigh school, Sheffield, thought Mr Kenneth Baker saw himself only as an "overnight visitor" at the Department of Education and Science.

The conference pledged to continue the fight for negotiating rights through political pressure, advertising and public relations methods.

The union's negotiators survived the most gentle of "no confidence" votes as speakers criticized them for lack of consultation during last year's pay and conditions talks.

The critics lost out by 267 votes to 182 as they voiced concern while stressing their faith in the sincerity of their representatives.

Mr Brian Ogden, of Woolston county high school, Warrington, said some members would have been left worse off under agreements signed by the union negotiators.

Help sought for stressed

Overstressed teachers are putting their health at risk and unable to do their job properly, the union said.

Poor working conditions, lack of support and leadership and pupil discipline are among the causes of stress and the consequences could range from low morale, absenteeism, drinking and drug-taking and bloody-mindedness to ulcers, heart disease, accidents or suicide.

These are the conclusions of a union working party which recommends that all staff should have the right to expert counselling as well as being trained to recognize and cope with the problem themselves.

Senior teachers should be given proper management training and the potential for stress on appraisal should be realized and sympathetically treated, according to a report presented at conference.

The association is now to press for pilot schemes on coping with the problems arising from stress.

Training needed to deal with sexual abuse

Teachers should be trained to spot children who may be suffering the effects of sexual abuse, the Assistant Masters and Mistresses Association said this week.

The union also suggested that the problem should be tackled through sex education in primary schools.

The AMMA, in a guidance note on sexual issues, the law, and teachers' responsibilities, warned that staff may well be criticized if they did not pick up early signs of abuse, and called for the problem to be included both in initial teacher training and in-service courses.

Discovery of the true scale of sexual abuse posed a challenge, particularly in primary schools. "The role and responsibility of the assistant teacher should go little further than initial, provisional identification of the potential victim and referral to those equipped to help."

But teachers could not fulfil that task without adequate professional guidance. "It is the responsibility of local authorities to make it available."

There was a strong case for child abuse to be included on the sex education curriculum - and probably the physical education, which usually constitute sexual abuse. "Travelling actually used and understood rather than 'polite' medical terminology."

Governors stating policy on sex education should note the professional challenges teachers faced if they were to meet pupils' needs or issues such as homosexuality, contraception, abortion, sexually transmitted diseases and Aids.

Shortages shunt physics from 7,100 timetables

There are 16,000 high schools in the United States, and 7,100 do not offer physics courses. A new survey by the National Science Teachers' Association shows that 4,200 do not offer chemistry either, and 1,900 ignore biology. What is more, in schools where science is taught, only one senior student in three takes a course.

Mr Bill Aldridge, the executive director of the NSTA, describes the situation as disastrous. He told the association's annual conference in Washington: "We have a national crisis, and at such times the Federal Government has to step in."

Recent increases in graduation requirements, Mr Aldridge added, were unlikely to improve science education. "The reforms are more a form of publicity for the Reagan Administration than they are a reality," he said. "You don't go out and increase requirements for science and maths and not harm laboratories."

He accused Mr William Bennett, the Education Secretary, of slashing funding for teacher training, and of using Federal cash "for ideological and political purposes - not for education".

Mr Bennett, a guest speaker at the conference, acknowledged the problem, but was quick to deny it was any fault of the Federal Government. Instead, he said it was caused by an "inordinate fear" among teachers of asking students to tackle difficult subjects.

American pupils, said the Education Secretary, studied only one-half to one-third as much science as their

UNITED STATES

Bill Norris reports on the 'national crisis' facing high-school science

counterparts in West Germany, Japan and the Soviet Union, and he called for all high-school students to take three years of science as a graduation requirement.

"Let's stop fooling around. Let's get three years of science required for every high-school graduate and get it done - not pseudo-science, not quasi-science, but science."

Nevertheless, he made it clear that exhortation would be the limit of Federal assistance. "If teachers are waiting for the Government to save the teaching of science, it can't be done from Washington," he said.

In this, Mr Bennett was echoing President Reagan, who said that "the secret of educational quality is not in the pocketbook, it's in the heart".

Mr Reagan, who has been silent on the subject of education for several years, was visiting two schools in Missouri singled out for praise by the Education Department.

Though he called for an all-out effort to improve literacy, boost academic achievement and teach Judeo-Christian ethics, he offered no new Federal initiatives for achieving those goals.

Indeed, he sought to distance the Administration from the whole process. "The American people knows

better than anyone in Washington how to fix its schools," States and Cities, he said, must shoulder the bulk of the education reform challenge, since they now provided 93 per cent of the money for schools. He did not add that this was a consequence of cuts in Federal funding.

One problem likely to become more acute if Mr Bennett's appeal is widely accepted is the current shortage of science teachers. It has been estimated that an extra 34,000 staff will be needed for each additional year of required study in the schools.

To fill the gap, efforts are now being made to recruit retired experts from industry and the armed forces, many of whom have teaching experience. A recent study financed by the Carnegie Corporation reports that between 2 and 80 per cent of those about to retire have shown an interest in entering the classroom, and pilot programmes are to be set up to train them.

The study was conducted by the non-profit-making National Economic Service Corps, whose vice-president, Mr Andrew Popp, said last week that the annual total of retiring scientists and engineers could be as high as 50,000. "It is obvious that this largely ignored and untapped pool of well-trained and educated men and women can make an enormous difference to the education community is prepared to accept and work with them," said Mr Popp.

The American Federation of Teachers has already said that it would support such a programme.



Formula for failure: chemistry classes are also becoming scarcer

Guidelines to prevent pupil suicides

Suicide among young Americans has tripled in the past 30 years to become the third leading cause of death among 15 to 24-year-olds, with 12.1 per 100,000 taking their own lives.

Five thousand adolescents are expected to kill themselves this year, and for every successful suicide there are 50 to 100 attempts.

Against the background of these daunting statistics, and a recent rash of teenage suicides in New Jersey and Chicago, a research team at Washington University in St Louis, Missouri, has come up with a plan to identify young people at risk.

Its report, based on a study of 3,000 inner-city 13 to 18-year-olds, poses 11 questions which are claimed will spot 90 per cent of those considering suicide.

The researchers found to their sur-

prise that no fewer than one in 12 of the children interviewed had tried to kill themselves. Among those who admitted to running away from home repeatedly, the proportion was even higher - nearly 50 per cent.

The vital questions, to be posed by a doctor at a school clinic, are:

- 1 Is the reason for coming to the clinic psychiatric, as opposed to physical?
- 2 Do you not live with a relative?
- 3 Were you drunk three times or more last year?
- 4 Have you ever run away from home?
- 5 Have you ever used hallucinogens, PCP ("angel dust"), barbiturates or glue?
- 6 Did you use illicit drugs most weeks last year?
- 7 Has anyone in your family attempted suicide?

8 Have you ever had a period of two weeks or more of feeling worthless?

9 Have you ever been arrested?

10 Have you been beaten or threatened in the last year?

11 Have you ever had two weeks or more of feeling hopeless?

A positive answer to any of these, says Dr Lee Robins, a professor of sociology in psychiatry, can alert physicians to the possibility that the teenager is thinking of suicide. "If we can identify risk factors for suicide attempts, it may be possible to design interventions to reduce these risks."

Dr Robins' report was commissioned by the US Secretary of Health and Human Services' task force on youth suicide, which plans to publish a volume on the subject shortly. It will be widely circulated among teachers, doctors and researchers.

Reagan chases up progress report on reform movement

Mr William Bennett, the United States Education Secretary, has been going to a daunting place of homework by President Reagan.

He has 12 months to prepare a status report on America's education reform movement, which began four years ago.

The Nation at Risk document from a commission initiated by Mr Bennett's predecessor, Mr Terrell Bell, created a major furor with its frank condemnation of high school standards.

Among the recommendations were a return to basic education, with four years of English, three of maths, science and social studies, six months of computer classes, and two years of

foreign language teaching for would-be college students.

Mr Bennett may not find it too easy to discover what has been going on since 1983, as his department has no control over what happens in schools.

It is believed that 41 states have raised graduation requirements, and two dozen have increased teacher salaries, but what this has meant in terms of achievement is a mystery.

Test results and drop-out rates provide little cause for optimism but, in 1988 is presidential election year, Mr Bennett can probably be relied on to find some progress somewhere.

Unlike most recipients of homework he will be able to mark his own paper.

Enthusiastic, energetic, encumbered

Too out of ten for enthusiasm, nine for effort, and six for achievement seems to be the verdict of Organization for Economic Development and Co-operation examiners on Spain's education policies.

There have been wide-ranging reforms of the education system following Franco's death - especially since the Socialists came to power in 1982.

The OECD singles out for particular praise programmes for rural schools, and compensatory education for children and adults, and welcomes the overdue changes in secondary education. But it has reservations about their outcomes, and stresses the need for greatly improved initial and in-service teacher training.

The expansion of Spanish education has been more spectacular than in any other OECD country. In 1984/85 alone, 10,000 new teachers were appointed, and there were 220,000 new places in schools.

The examiners identify a problem that will be familiar to educationists outside Spain: the Ministry of Labour is underfunding important areas of training and employment needs which do not include the participation of, and, indeed appeared to be unknown to, the Ministry of Education.

Spain has particular problems with

SPAIN

Sarah Jane Evans on the OECD verdict of Madrid's successes and failures in policy

the six regions that are already autonomous, and the 11 others which will be, partially or fully, a particular difficulty will be the fair distribution of central resources to unequally deprived regions. The examiners have qualified praise for the decentralization, noting that the experience of OECD countries is that it is practically impossible to control modern education systems from one locus, but it will create a shirking of able administrators.

Nearly all of them are school-leavers who will return to the classroom or take up another appointment at the end of fixed-term contracts.

The examiners recommend this practice as something other countries might wish to contemplate, on the grounds that it is a "democratic" device, gives constant mobility, and ensures that there is little of "the mutual misunderstanding or even hostility that frequently divides administrators from teachers". The current policy on

rural schools also deserves to be more widely known, says the OECD. The old system of boarding and boarding is now seen to be bad for the children, and the Government wants to prevent any further rural depopulation.

The report cites an experiment where six village centres with 120 pupils share nine teachers. The staff rotate from school to school; one is a psychological guidance specialist, another a pedagogical specialist, and a third an expert in learning disabilities.

The curriculum is taught in 15-day blocks. The parents cook the school meals and look after the buildings.

The report is encouraging about the extensive changes to basic compulsory education, which starts at the age of six. The leaving age is ultimately to be raised from 14 to 16.

Madrid has given priority to improving standards and ensuring that results rather than opportunity are standardized. At present, 30 per cent of students are failures, and leave with only a certificate of attendance.

Successful reform depends greatly on teachers, and the OECD underlines the fallings of initial and in-service training. Spain faces the classic question of how to train the trainers. Up to now, training has emphasized technical, disciplinary, rather than

pedagogy, and this has been a particular difficulty in primary classes.

The investigators - Professor J R Frausio de Silva, Portugal's former Minister of Education; Dr M Milutinovic, a former Minister of Education in the Yugoslav republic of Serbia; and Professor P Vanberghe, former secretary-general in Belgium's francophone Ministry of Education - were quick to point out the pace of change in Spain's education system and the difficulties it therefore faced.

The examiners reported the "high esteem in which the newly-established democratic system of education is held by the public". Things have changed now. The parents of children in private schools protest at the changes in state support to the independent sector; pupils protest at the university system that lies before them; and teachers protest at the proposed changes to their terms and conditions. This was to be expected.

The OECD team talks of an exhilarating wind of change, but notes that the constraints on reform are formidable. The Education Minister's lengthy honeymoon with teachers and parents has come smartly to an end.

Spain, OECD Reviews of National Policies for Education, Paris, OECD, 1986.



In a muddle, primary

Positive results

Sir - It is astonishing that such coverage be given to the reportage by Peter Hannon of non-significant results for only 70-odd children on group reading tests of doubtful reliability and validity.

Some mention of the more positive test results of Dyson and Swinson (1982), Mannion (1983), Knapman (1982), Crawford (1983), Wareing (1983), Glegg (1984), Bartlett (1984), Gibson (1984), Webb (1984), Denning (1985) and Jones (1986) might have served to balance the picture.

Only Portsmouth *et al* (1985) have reported results as poor as Hannon and his co-workers, even for "traditional listening" projects. Perhaps this merely emphasizes Barbrin Tizard's comment that successful parental involvement in reading schemes "demands a high level of organization on the part of the teacher".

Regarding "paired reading", which is commonly delivered within a more organized framework, and now frequently on a mixed ability basis over long periods, the evidence is inconclusive. In the Kirkless *et al* alone, test results are available on more than 2,000 participating children. Massive gains on a variety of reading tests have been documented, and baseline and control group data confirm without question that parental involvement in children's reading has a significant effect on attainment in both the short and long term.

KJ TOPPING
Leeds Reading Project
Kirkless Metropolitan Council
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Share index rise

Sir - We note with interest the articles by Peter Hannon and Barbara Tizard about the equivocal nature of recent evidence regarding parental involvement in reading (TES, April 3).

From our experience of parental involvement, we suggest that four preconditions are critical if measurable success is to be achieved. First, the school needs a mastery-based reading curriculum; second, the materials the children take home should be directly linked to this curriculum; third, the role of the parents should be clearly defined; and finally, the parents need brief training in encouraging their children and correcting mistakes in a friendly, non-threatening manner.

In our case, the curriculum is provided by Metra Companion Reading and the primary role of the parents is to provide fluency building practice; successful comprehension depends on fluent reading, and this in turn requires one-to-one practice that is difficult for schools to provide.

This is achieved by providing the parents with a "share sheet" that reviews new and old material at the end of every three to seven reading lessons throughout the year. In this way, the parents are kept informed of and involved in their child's progress through the curriculum.

The results we have to hand for 14 top infant children, previously classified as failing readers, indicate that parental involvement can increase fluency rates on average by a factor of 1.9 (median 1.9, mode 2.1) in a period of a fortnight.

So, for example, a typical child whose reading rate on a share sheet was 42 words a minute has increased by a factor of 1.9 to 80 words a minute. Research suggests that in children of this age a rate of 80 words a minute is required for satisfactory comprehension.

Our view is that, given the preconditions listed earlier, parents can make a vital contribution, providing that we do not simply throw books at them. And the parents' and children's views of this? More of the same please.

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MARY POTTER
Walsall Wood primary school
Bromwich Road
Walsall

MICK PITCHFORD
Education department
psychological services
Leeds House
Linton Street West
Walsall

New attitudes

Sir - Your assertion (TES, April 3) that two independent research studies have failed to confirm claims that children's reading is enhanced when parents are involved in their learning is not totally accurate. Reading test scores are only an indicator, and very often quite an unreliable indicator, of children's reading ability.

For those of us who are committed to the principle of involving parents, not just in reading but in the whole education of their child, these results will come as no surprise. Indeed, they are almost a welcome relief from the evangelical zeal with which "paired reading" has been promoted with its over-concentration on test scores and the short-term gains that can be produced, given favourable circumstances. There is much more to education than this and involving parents has many advantages which the smoke screen surrounding test scores must not be allowed to obscure.

The Bellfield parental involvement project is, as you say, influential, and rightly so. The final report concentrates heavily on the mutual benefits that accrue by involving parents in the education of their children. Parents' strategies were remarkably similar to those of teachers when hearing children read, and the myths that parents are not interested or not capable of helping their children have been totally exploded.

Children's attitudes to books and reading improved during the project. Parents and teachers developed a



much closer relationship and parents themselves gained in self-confidence. The child who sees the teacher and his parents co-operating and sharing common goals must come to view education and school in a positive light.

These advantages are much more important and fundamental than consideration of mere test scores. Schools and teachers who are already some way down the road of parental involvement will not be deflected or discouraged by the latest disclosures. By now they will know for themselves that it is essential to continue progressing for the mutual benefit of children, parents and teachers. The evidence will be absolutely clear - involving parents is in everyone's interests and schools which prefer to practise parental exclusion are doing themselves and their children a great disservice.

DE HARRISON
Headteacher
Hill Top C School
Hill Top Drive
Rochdale

Exchange rate

Sir - How refreshing to read Tim Brighouse's honest and swinging condemnation of our unsuccessful methods of teaching a modern language in schools (TES, April 13).

His proposals stood out all the more since you placed the report of his speech underneath one by the staff inspector for modern languages, Michael Salter, who was blithely recommending more of the same.

Has no one noticed how even intelligent adults who have done five or sometimes seven years of French in school become incoherent and incapable when they are asked to talk with a Frenchman who has no English? And how almost the only English adults who actually enjoy speaking, hearing and reading French are those who teach or have taught it - for example HM Inspector responsible for modern

languages? To impose a compulsory foreign language as she is at present taught on all pupils for five years is ludicrous, and for some, cruel.

We need a radical and imaginative scheme such as proposed by Mr Brighouse if we are to make any progress in improving the ability of the English to speak and understand a foreign language. But this requires the vision such as was shown by de Gaulle and Adenauer after the war when they instituted the massive exchanges of apprentices between France and Germany.

Mr Brighouse's voucher suggestion, giving the right to a foreign exchange visit, is good, but it should be extended to cover the 10 years between 12 and 22.

But who has the vision?

HARRY REE
Colt Park
Ingletton
North Yorkshire

GRIST monitor

Sir - We support the views of Alan Evans (TES, April 3) in which he makes a case for a national consultative committee for the development of in-service education, to ensure evaluation and monitoring of the new GRIST arrangements.

As part of the group that could be termed the "new providers" of INSET, we are all too aware of the need for an external body to monitor and evaluate the range of provision as it becomes available.

This would give appropriate information concerning the forms of provision available. However, this should be, as Alan Evans argues, an evaluation of courses to meet the professional requirements of teachers, rather than a mere monitoring of available INSET.

Certainly, the GRIST arrangement have created for us the opportunities to develop a pattern of interactive professional development with i.e.s in the form of award-bearing special needs courses.

For teachers, this means we are starting to address the concerns revealed by Gough in 1978, from a study of INSET, that in-service education gives little intrinsic reward for its "practical focus". Therefore, having negotiated a range of GRIST courses which i.e.s. participate in order to meet the needs of teachers, we would welcome the opportunity to obtain information from a national consultative committee to improve our courses for the mutual benefit of all concerned.

MICHAEL PHILLIPS
MICHAEL REED
Senior lecturers
Special Needs Centre
West Sussex Institute
of Higher Education
Bognor Regis

Language points

Sir - I was delighted to note the attention which you gave to the recent annual conference of the Joint Council of Language Associations (TES, April 3). This was a magnificently organized and very impressive conference, in which the progress made in foreign language teaching and learning and the challenges for the future were profitably discussed.

I should, however, be grateful to clarify three points raised in your article.

First, I was suggesting that below-average pupils do not need to change languages, as opposed to curriculum, in mid-stream.

Second, I was not attacking traditional grammarians but criticizing the lack of in-built structural progression in some modern courses, without advocating a return to the abstract teaching of grammar.

Third, I did not ask for more opportunities for "sustained grammar" but for "sustained conversation".

MV SALTER
HMI Staff Inspector
for Modern Languages
Department of Education and Science
Elizabeth House
York Road
London SE1

Latin quarter

Sir - The article concerning Highbury Grove school's resistance to becoming an 11 to 16 school provokes me to answer some of the questions it raises (TES, March 27). The need to include all school sixth forms in the tertiary college is not just the quirk of the "bureaucratic mind"; educationists abhor the existence side by side of the two educational systems of 11 to 16 and 11 to 16 schools.

The "anti-elitist" Inner London Education Authority is right to insist on all schools in Islington coming into the tertiary college. To allow one school to stand outside would result in that 11 to 18 school being regarded by parents as "the grammar school" and the rest (the 11 to 16 schools) as secondary moderns, thus depriving the tertiary college of the comprehensive intake it should have.

In any case, what is so special about Highbury Grove? Its sixth form is nowhere near the 150 minimum laid down by the Department of Education and Science as a satisfactory size for a

Need to discover better parental roles in reading

Sir - I was disappointed to read the headline on the feature "Parent involvement - a no-score draw?" (TES, April 3). On reading the article it transpired that the uncertainty about the value of parental involvement was based on relatively small-scale studies and that the findings of the only really important study into the area in this country (the Haringey research) remain unchallenged.

It is the prerogative of the educational researcher to shake received wisdom. Iconoclasm is always attractive, particularly if hard images have been formed or soft evidence. But the evidence on parental involvement is not soft. And parental involvement is a tender plant to nurture.

I suspect I shall meet several people over the next few weeks who will now inform me that "research has shown" that parental involvement in reading is not as valuable as previously thought. On the basis of the material reported in

your feature, nothing of the kind has been demonstrated.

The importance of the means of involving parents is apparently reaffirmed. It is no use simply sending books home and expecting Haringey-type gains magically to take place. But few of us need research to tell us that. What we now need to know is more about the ways in which parental involvement may be improved.

Surveys I have completed (reported in June's *Educational Research*) show that parents are actually being involved in their children's classrooms far more than we might have supposed. It is through researching refinements in this kind of practice that the next steps forward in parental involvement will be made.

GARY THOMAS
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Department of Educational
Development
Oxford Polytechnic



AWGD

Language points

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MV SALTER
HMI Staff Inspector
for Modern Languages
Department of Education and Science
Elizabeth House
York Road
London SE1

Sight and sound

Sir - I read with great interest the report on the Joint Council of Language Associations conference in Hull (TES, April 3), particularly the criticisms of current developments in language teaching made by Mr Michael Salter, HMI Staff Inspector for modern languages.

I would largely agree with his statements that there is too much emphasis on role play, with English as the stimulus, and that there is too much English in comprehension work.

What are the implications of these statements for the GCSE examination? Of the four skill areas, two - listening and reading - are tested almost entirely in English. Role play figures prominently in the testing of speaking. This leaves us with writing which, of course, is not compulsory.

What conclusions should we draw?

EDDIE ROSS
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Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

LUNCHTIME

A dog's breakfast

Tony Evans

Whether or not teachers, employers and Kenneth Baker can eventually agree about the imposed pay settlement, one thing is certain: under the current arrangements, school lunchtimes will remain a dog's breakfast.

Those involved in pay and structure negotiations over the past 12 months have neatly excluded the lunch hour from any of their proposals, following the convenient principle of "out of sight, out of mind" for perhaps it should be "off site, out of hand".

This doesn't affect most teachers, who very understandably choose to take a midday break themselves rather than supervise children - and it certainly doesn't affect Mr Baker, who has more enjoyable things to do between 12 noon and 1pm each day than preventing Tracy climbing the goalposts, reporting a gas leak in Room 6 or hauling Dean out of the fishpond.

The long period of culpable inaction over lunchtime arrangements, or rather lack of them, is having some very serious consequences. In many schools, lunchtimes and their deputies are faced with an impossible dilemma: either to act against their better judgement and allow inadequately supervised pupils to remain on the premises at lunchtime - or to act against their better judgement and exclude pupils from the site, relying (unrealistically) on parents taking responsibility for their sons and daughters.

This is rather like asking the person trapped on top of a blazing tower block whether they would prefer to jump or burn. Many heads end up with the worst of both worlds - too many children on site, and others excluded.

The moral dilemma of the headteachers is not, of course, the worst aspect of this unacceptable situation. Heads may suffer pangs of conscience: the children, particularly the younger ones, are likely to suffer from pangs of hunger, and he cold, wet and miserable. The shivering pupil is now a common sight in the street at lunchtime, clutching his or her sodden sandwiches or bag of wet chips, trying to get some shelter in the local toilets, bus shelter or graveyard. A dog in the same situation would not doubt be reported to the RSPCA.

There is widespread public concern about the lunchtime crisis. This has resulted in a totally inadequate Government initiative, whereby enough extra money has been found to provide one or two extra lay supervisors for each school. The most



charitable interpretation of this "solution" is that it is based on ignorance: the mistaken belief that large numbers of schoolchildren, including fourth and fifth year pupils, can be properly looked after and controlled by a few non-teacher supervisors. The less well-disposed might prefer to see the initiative as a cynical PR exercise, designed to make it look as if effective action is being taken.

It is ironic that such ludicrously high standards of supervision are now demanded for out-of-school activities and trips (following the Land's End tragedy), while at the same time large groups of inadequately supervised pupils are tolerated at midday. Accidents can happen just as easily in school playgrounds and in high streets as they can during trips to the Science Museum or visits to Exmoor.

The lunch hour problem is not going to disappear. In fact, it is likely to get worse, since heads and deputies will not be willing to shore up a crumbling system indefinitely. Central government and local authorities therefore need to look at credible solutions as a matter of urgency. If paying for adequate supervision, either by teachers or lay helpers, is seen as too expensive (a ratio of one helper to 30 pupils would be about right) then more radical alternatives, such as the continental day, must be considered.

If something is not done soon about the lunchtime crisis in our schools, we will succeed in creating a generation of children increasingly alienated from a society and education system which forgets all about their health, welfare and safety for a large proportion of each school day.

Tony Evans is deputy head at Mangotsfield School, Bristol.

TALKBACK

The headteacher ushered me into the classroom, introduced me to the quickly reading children, whispered a quick "I'll leave you to it then," and was gone.

The silence, after a few minutes, transformed into animated whispered conjectures as to who I was. Finally the boldest in the class put up his hand and, pointing to his neighbour, said: "He says that you're from the comprehensive, is that right?"

I told him it wasn't. This prompted a small boy, obviously not very attentive that morning, to ask if I was a maths teacher from the comprehensive.

I denied this, telling them that I was a plain ordinary supply teacher come to teach them because "Miss" was not well.

They were having none of this. With a look of victory on her face, a girl at the back offered: "Are you an inspector come to test us?"

When I finally convinced them that I really was a common or garden supply teacher, an air of open-mouthed incredulity fell upon them.

I am confident that, had I been female, such speculation would not have arisen. Male-teacher stereotyping was immediate and automatic. Misses equalled secondary, maths and, failing those, inspectors.

Teachers stereotype as well. On my third consecutive Wednesday in one school, a young female teacher asked if I were an adviser; another whether I was a college lecturer doing research. When I tell them that I am a householder, doing supply work to help pay the mortgage, they are puzzled.

Yes, but what else do I do? What am I going to do next?

What disorients people even further is the fact that I was a headteacher until last July when, for various reasons, I resigned. Heads who employ me tend to regard me with a mixture of sympathy, suspicion and perhaps just a dash of envy.

When I was head, eight o'clock phone calls were bad news. They meant one thing: a teacher wasn't coming in that day. The next half-hour would be spent telephoning for a supply teacher or frantically thinking what I was going to do with class 3L that day and of the appointments I would have to cancel.

I got so paranoid about eight o'clock calls that I used to lock myself in the bathroom and my wife would have to answer them. Now I love them. They mean £50, maybe a new school to visit, a new class, or perhaps some familiar faces and at the end of the day my responsibilities end.

It is an art, keeping happy and busy at very short notice, an unknown class of seven-year-olds at a school in which you have never before set foot. As a head I used to employ a supply teacher

SUPPLY

Head on a block

Paul Harrison

Some are slightly embarrassed as if I had fallen on hard times and they were giving me charity. One was almost apologetic and insisted that I had my mid-morning coffee in his room rather than the staff-room.

Initially, under the straggle of pretexts, heads tend to make frequent visits to the classroom in which I am teaching. One pretended to be checking stock. Another strolled backwards and forwards along the corridor, surreptitiously peering in through the glass of the classroom door.

They do not believe, I suspect, that an ex-head can actually teach. Do they, I wonder, expect to find some broken gibbering idiot in a class running riot?

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It is an art, keeping happy and busy at very short notice, an unknown class of seven-year-olds at a school in which you have never before set foot. As a head I used to employ a supply teacher

who always brought with her a large brown leather suitcase that she referred to as her "survival bag".

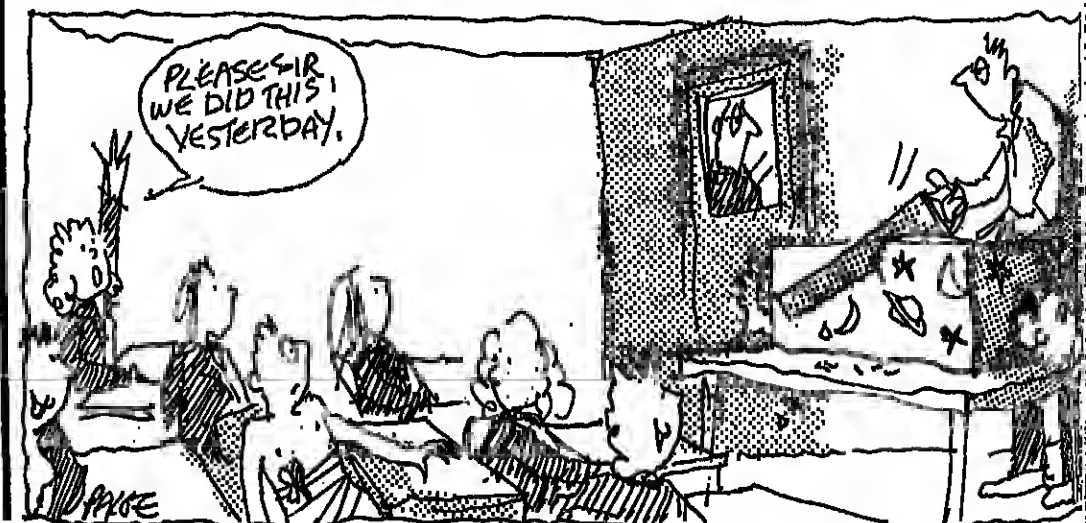
It was a magic suitcase. From it could produce, like rabbits from a hat, worksheets, books, seltolage, plaster, nimbles, games, crayons, paper, spare pens for the infant (for her use). Her professional approach impressed me immensely and is one I try to emulate. I even dressed up in clothes around with it.

"We did that with Miss" is a Clever Dick's cry that is guaranteed to sink the heart of the most serious supply teacher. But it does not necessarily mean that they did. Although on one occasion I recall, they had.

I had had advanced notice that I would be in one particular school. I spent a long time carefully and thoroughly planning a full day's activity. I was a top junior class and the work was based on spiro-laterals. I thought the odds against the class having anything so esoteric would be 10 to 1. Do you know what spiro-laterals are?

I went into the classroom, sat at the desk, and there, brazen and mockingly looking at me was yesterday's supply teacher. And you can guess what it was. I heart sank. The class began to laugh. What was I to do? Then I remembered. I quickly opened the survival bag.

Paul Harrison lives in Aylesbury.



PRIMARY SPORTS

Roanne of the Rovers

Mark Chesterton

emphasise the competitive aspect of sport so much and may have attracted many of those who disliked the competitive basis of school sport in the past. Competition is present in these new forms of exercise but it is competition against oneself or a partner.

The ethic of traditional team games is that winning is the only real satisfaction one should expect from sport. It is only with the reduction of this competitive ideology that real mass participation in sport can take place.

So what are our priorities in school sport? Do we want to concentrate our limited resources and energy on the obvious talents of a few in a wide range of sports and gain national and personal esteem? Or do we want a large, physically-active population which enjoys leisure sport and so leads longer, fuller and healthier lives because of it?

In the first of these, constant failure to make the grade will turn large numbers away from sport as our past teaching in schools demonstrated.

Traditional representative teams are still expected by some to turn out to battle for the honour of the school colours. Reports are referred to at governors' meetings and a tangle of pleasure goes round the school at the thrashing of the nearby juniors 15-0 at netball. Politicians, parents, administrators, coaches and royalty go that sport is alive and kicking in our schools

after all and conveniently forget that team conking in no way ensures understanding or enjoyment.

No tears will be shed for the children at that defeated school who, after the sixth such result may never play netball (or perhaps any other sport) again. No thought will be given to the 10 other girls who regularly turned up as "also rans" to give the team essential practice and who never received recognition, satisfaction or thanks.

No consideration will be given to the rest of the school who might not enjoy playing netball or football and who on games afternoon stand with blue-coloured knocking knees as Roy or Roanne of the Rovers bops the ball and runs circles around everyone.

Every primary teacher should organize games lessons that reflect the varied choice of activities available in society at large. Small team games should involve all children in enjoyable exercise. Tactics should be discussed and practically developed so understanding grows alongside physical capabilities. Lessons need to be planned and carried out to reach real sporting objectives and the attitudes to

he discouraged' should given account to the phrase "good sportsman".

There would be a public outcry if teachers were to concentrate solely on multiplication for boys and division for girls in one teaching of mathematics. Yet frequently this is all parents and sports administrators expect from school's PE programme. In education, alongside the children, the teacher has to give their games lessons the same careful planning as they give to language or numeracy to ensure every child's physical needs are met. After all that is what PE is for, isn't it? You never know, the quality of the teaching and the standards of the school may improve at the same time as the pupils are turned on to some kind of physical exercise.

Mark Chesterton is head of a primary school but is at present seconded to a Polytechnic to train teachers.



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FEATURES

Through black eyes

Zodwa Maseko describes how the majority in South Africa are educated for unskilled dependency

Education can never be neutral. All education has an intention. It is either an instrument of domination or liberation. Education for blacks in South Africa has been designed as an instrument of domination. That is the reason many black school students in various parts of the country are refusing to co-operate, because they are tired of an educational system which is inferior and makes them perpetual slaves.

Education involves the socialization of the person, the teaching of the beliefs, values, norms and ideals of the society. Because education policy and structure for blacks is in the hands of whites, who are in full control, it means the beliefs taught and ideals inculcated are those of whites.

Blacks have no say or voice in the land of their birth. Oppressed and exploited, yet strong and feared, they have no input or contribution to make in the development of the educational structure and policies of their own community.

The ruling whites believe blacks are so inferior they cannot think in an abstract way; that means they are not prepared to teach black children what they teach their own children. They have to design a different kind of education suited to an inferior person to keep him in a state of inferiority in order to dominate him.

Education for blacks is designed to make the black child accept his status of "inferiority", the status quo, to be "obedient" and to work hard. It does not prepare the child for leadership roles, it does not train him in the exercise of authority and does not teach decision-making and problem-solving skills. Black education is deliberately worse than education provided for coloureds and Asians.

It is education for under-development, it debilitates a person and stunts his growth as a person. It teaches blacks that they have no rights, can never question authority. Where there is potential for development, creativity and innovation, the system kills it, frustrates it, or pushes that person out of the country.

It teaches the black child to accept as given the fact that he has no freedom, that he is to be



Black students learn in separate impoverished schools to expect disrespect

treated with disrespect. It is highly repressive and based on beliefs that compartmentalize people on the shape of their noses or the colour of their skins. It does not teach a person to develop as a full-grown mature person who has rights, even the right to question authority.

Black students come from an impoverished education system. Underqualified teachers, themselves victims of the system, are teaching in overcrowded classrooms with poor facilities. Often the only way to cope is to resort to rote-learning.

Because of separate schools and the Group Areas Act that makes the different races live in different areas, most black children learn English as a foreign language and have little opportunity to hear it and use it.

Their first language is Zulu or Sotho. It is a huge step for them to study complex subjects in a language in which they are not fluent. They are at a massive disadvantage when it comes to meeting the heavy reading and writing requirements at higher institutions.

The education policy prepares black youth for the labour market and to assume semi-skilled jobs. It makes them believe they have no history

and to see themselves as unskilled, lazy, and worthless; everything useful and good is white, everything weak and bad is black.

The Bantu Education Act of 1954, on which the education of the black child is based, under-prepares him to cope in a world outside South Africa. That the world is full of Black South Africans coping with the demands of the cosmopolitan international world, says a lot about community education or clandestine education that goes on totally unknown to the government.

Black teachers are under-prepared: the schools they teach in have no facilities or are inadequate. Some schools do not have enough desks for the children, there are no libraries or science laboratories and no trained personnel to maintain even the few facilities that are available.

The children from these schools come mainly from parents who are economically exploited. Children have to walk a long way from home and some catch as many as three buses to get to school. It is expensive and time consuming and places severe restrictions on the amount of time they are able to devote to their studies.

Hence the calls in the black community for Bantu Education to be replaced by People's

Education. That would involve the transfer of power to the people naturally concerned with the education process - the teachers, students and the parents. It would mean subjects related sensibly to the needs, interests and perspectives of the black community. It would mean seeing education as part of the liberation process which would involve a great deal of open and democratic discussion and encourage competitive individualism.

Above all, People's Education would represent an education system where people would learn to see themselves as the subjects and makers of history, not as its objects and victims. In the end, People's Education would take in the whole educational system, but the notion of People's Education is particularly alive in the black community, because Bantu Education has been so unsatisfactory and because black students are on the whole more socially aware than their peers in the coloured, Asian and even some of the white societies.

Zodwa Maseko is a black South African. She was a journalist on the Natal Witness for three years and is now studying at University College, Cardiff.

Moral crisis

Teachers should practise the openness they preach says David Pavett

There is no real consensus on moral values and that puts teachers in a delicate situation. What values should we seek to develop and encourage? How can the encouragement of any particular values be justified?

In *The Curriculum From 5 to 14*, HM Inspectorate put considerable emphasis on the need to investigate moral problems in a reasonable manner. Children need to be brought to see that "the rational resolution of disagreement is possible and desirable". The inspectors recognize that "teachers and pupils... live in a society in which moral reference points are now less clear or less widely agreed". But, they add, "moral diversity does not make moral education impossible, still less unnecessary".

The inspectors clearly feel some anchor points will remain, however, since they end by saying "schools have a clear duty to ground their

pupils, by teaching and example, in those widely shared moral values like tolerance, honesty, fidelity, and openness which are essential for the conduct of individual and social life".

It is difficult to disagree with these sentiments but how far do they take us? Frederick the Great once supposed to have said, "there is only one thing I will not allow in my kingdom and that is intolerance", thereby nicely illustrating the problem of such general guidelines.

Does tolerance mean turning a blind eye to the activities of the racists under a "live and let live" policy? How "widely shared" is the commitment to honesty? Certainly the news from the City shows that relaxing such commitment can not only be quite profitable but will also be swept under the carpet by those charged to see fair practice as a mere lapse from the norm.

But are we any better in education? How often are those who raise their voice in protest against things they believe to be wrong in education told to keep their heads down? Many of us have seen locally-written curriculum packages which are written in conformity with centrally devised guidelines with transparent insincerity. "Do as you are told, even if you think it is wrong; don't make a fuss", is the message so often given to those who want to discuss the problems.

And what of "fidelity" and "openness"? Fidelity to what and openness with whom? You don't have to look far in most educational institutions to

see how problematic these virtues are in practice. Faced with such questions there is a temptation to retreat into moral agnosticism ("There are no answers"), relativism ("Who's to say what's best?") or emotivism ("Morals are only a way of justifying the things you happen to want").

I would hazard a guess that teachers have neither an explicit nor an implicit commitment to the "rational resolution" of moral differences. This would not be surprising since there is a great deal in contemporary culture which conspires against this (as Alisdair MacIntyre forcefully argues in his book *After Virtue*).

Perhaps it would have been more helpful if HMI had been less blunt and had gone further in recognizing the depth of the moral crisis of our society. But had they done so they would certainly have had to contend with those currently putting considerable pressure on the BBC to be more docile and conformist. To ask for this sort of forthrightness in HMI's paper is perhaps to ask for too much in the way of "honesty" and "openness".

The answer lies not in finding a modern equivalent of the 10 commandments but taking these questions seriously and in trying to resolve them with others. Unless parents and teachers are prepared to make a real effort in this direction they cannot be said to be showing proper concern for the moral upbringing of those in their charge. We should all regard ourselves as answerable to

others on these matters. Even our role as parents should not allow us to hide behind the "Are you saying that I don't know how to bring up my own children?" approach. Children are not state property but they are not private property either.

In schools and colleges, we need to develop an atmosphere of plain speaking and honest discussion about the problems we face and the disagreements that we have with each other. This seems to me to be a necessary preliminary to us showing in our professional lives (the moral tenor of which is bound to filter through to the pupils) what virtue there is in honesty and openness.

My experience in education suggests to me that we have a long way to go in settling reasonable norms for such behaviour. Those who are prepared to say what they really think at once and staff meetings even when they think that the minority (or perhaps just those in more senior positions) would prefer not to hear it should develop the habit of saying it anyway.

Here as elsewhere the virtues to which most of us pay lip-service can only survive in any substantial sense if we are eternally vigilant. When the "silent majority" and the "moral majority" are referred to in the same breath I believe that we have a contradiction in terms.

David Pavett lectures in physics at Hounslow Borough College, Isleworth.

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FEATURES

Right, quiet everyone. We've got a couple of our claps posted at the sinfroom door, and if anybody asks, this is a meeting about next week's ITA bring-and-buy. Actually, it's a chance to get some gen on the officer in charge of *The Escape Committee*, which celebrates its first birthday this month, so those of you who'd like to go over the wire, pay attention.

Now, some of you may have coughed up £14.95 in order to get this newsletter six times a year about how to make it out of Schoolditz. John Wilson is the man behind it all, and he very kindly agreed to talk to me about how we can all break our bonds, throw down our chalk and walk into civvy street like free men. And women, of course.

Now, before I tell you what Wilson has to say, I'd like to point out that he himself is on the point of escaping. He was commandant, sorry, head of an adult education institute in Kent, and he recently got redeployed, but now he's actually making the break, with the help of a generous lump sum payment from HQ.

Apparently the brass hats have been pretty kind to him, and while they were never particularly pleased that one of their men was putting out what could be regarded as subversive literature, they never called him to account – a reasonable sort of attitude when we all know that lots of authorities would have thrown the book at him before you could say "knife".

That reminds me – one of Wilson's wizzes for going over the wall is for people to start their own knife sharpening business, but we'll come to that later. He also got involved with trying to interest potential escapees in a foolproof method of winning at roulette, but that came to naught.

Normally, one of the first things I asked JW was how many of our claps have followed the tunnel plans in this escape manual and made it to the other side?

Out of the 560-wilt coves who signed up, and more are joining every day, only three are on their way out, as far as he knows. One is starting his own printing business, another is about to join an insurance company as a salesman. One has already got out, after successful careers counselling, and is making her way in accountancy.

Disappointing scores, I know, but John Wilson points out that it's early days yet, and that for many would-be escapees, getting out is a slow and painful process, and they need all the help and support they can get.

So, what sort of support does the newsletter offer? Well, there's a quite a lot of articles and advertisements about the franchising business. This, in a nutshell, means that you buy the right to sell a parent company's goods or services in your area. The company provides all the back-up like equipment, stationary, and sometimes the items for sale, and advises you about getting started. You also get the benefit of being able to trade under the parent company's name, cashing in on an established reputation. *Wimpy bars* and instant print shops are generally franchise-run outfits, but as the price for buying the licence for one of these can run to £300,000 or so, they might



Over the wall

he outside the average teacher's budget.

The Escape Committee's suggestions are on a more homely level. You can buy a knife sharpening franchise for as little as £3,000 and then toddle off round hospitals, hotels and restaurants with the sharpening gadget in the back of the shooting brnke.

For £2,100 you can buy a franchise for something called *Tumble Tots*, which involves "giving young children the opportunity to develop physical skills through play" at your local church hall or sports centre. The advantage of these two, of course, is that you don't have to buy premises. Also featured are two book-selling franchises, a home tuition franchise and a careers analysis franchise.

The newsletter regularly alerts readers to the possible pitfalls of the franchise business, and explains that reputable franchises are members of

Nick Baker meets the man who got away with encouraging teachers to break out of the classroom

the British Franchise Association. What it doesn't point out is that none of the franchise operations featured in advertising or editorials appear to be members of the association, nor have any applied to join when I checked.

This doesn't bother John Wilson, "Because

we're not recommending them, we're saying go and take this franchise up." While he goes that he needs to go into franchising in more depth, he feels that the franchisors featured in the newsletter "may have their own reasons" for joining the franchisor's association.

A solicitor with some experience in the franchise business (some of whom he regards as "dubious") advises would-be franchisees to do a company search to find out more about the franchisor, and to ask for bank references. He also suggests that with small scale businesses, a franchise is often unnecessary, particularly if the franchisor doesn't have a wide reputation and is treaded on. You might just as well set up your own and save your money. None of the hush-hush advice can be found in the newsletter.

It does seem as though John Wilson doesn't

lead a team, and that she had taken a number of courses in educational television, which she strove to the extent of her commitment, she went to BBC and ITV individual programme. After four interviews she was offered a job.

Rosalind stressed that switching from television to television production had not been that easy. "A lot of people try to get out of teaching and fall because they go about it fairly halfheartedly. I have been asked by countless teachers to manage it, and the answer is I only did it for the longish slog and considerable forethought."

Self-employment provided another route. Jonathan Inglis was an art and computer teacher who has put both together, and works as a freelance illustrator using computer graphics.

In other cases, people build on skills they have developed outside the classroom. Sylvia Skelton, a primary teacher who was always a keen knitter, has now started her own knitwear design business.

Most teachers who opted for self-employment experienced a drop in salary in the first few years. During such lean periods many combined with a primary teacher who was always a keen knitter, has now started her own knitwear design business.

Jonathan Inglis described his work as "a bit of a juggling act, like being able to work on your own hours and not being tied to the classroom. I do miss the kids at times."

After working as a primary school teacher for seven years, Claire Carter had been married, an architect, an ambition she had been nursing for many years. While still teaching full-time, she prepared for the move by building up a portfolio of artwork at evening classes and working on a local architect's office during her holidays.

Building on the fact that she had been head of department in her last school, she decided to

of opportunities to would-be escapees to spend money rather than to earn it. Careers guidance firms offer specialist advice (at between £30 and £95 a session) and one lady ex-teacher tells us all about starting her new assertiveness training business. Naturally, she offers training in assertiveness to Escape Committee members at a reduced rate.

"I'd defend the suggestion that teachers need to spend money on professional careers advice", says Wilson, pointing out that career development advice for teachers is non-existent within the system (in fact teachers can get free careers advice from the MSC's Professional and Executive Recruitment agency at Job Centres). He does agree though, that the cost of such proprietary advice can be "horrendous". He also rightly points out that not all his suggestions for escape require money from the escapee.

Confederation Life Insurance Company will support the right applicant with a salary for two years, before he or she embarks on the tough road of the commission-only insurance salesperson.

One newsletter also includes a fulsome piece of an ex-head of modern languages about his business, selling health and beauty products via the notorious multi-level marketing system which is the closest legal alternative to pyramid selling.

"I had intended to write an introduction to that article being a bit more sceptical about multi-level marketing, but we ended up with a shortage of space", explains John Wilson. He's hoping that future issues will include more critical letters and articles on the subject. However, he is at pains to point out that teachers need encouragement more than warnings about the dangers on the other side of the playground wall, because most of them "aren't tuned into the commercial world".

His ideal is a network of escapee members, co-operating in commercial harmony with their new businesses and communicating through the newsletter. As a vehicle for Wilson's own liberation, the newsletter hasn't yet been a lucrative source of income in its first year. He has been depending to a large extent on his other publishing ventures (liberally promoted in the newsletter). He's just published two further escape manuals *Getting Another Job* and *They Escaped* – the latter a survey of 38 ex-teachers who responded to a letter he wrote to a national newspaper last year.

John Wilson agrees that there is some truth to the proverb "God helps those who help themselves" and sympathizes with the notion that those teachers who have the will and the saleable skill to escape will do so unaided. However, he does see this as a "grim message for teachers desperate to get out".

For those awaiting the right moment to make a run for it, John Wilson says *The Escape Committee* is a morale booster. To those who have a hope he sees it, as a shared pipe dream – of running a successful country guest house, becoming a famous writer, or throwing everything in to being an itinerant franchised knife sharpener. And there's nothing wrong with a little escapism.

On the strength of her portfolio and her holiday work she got a job as an architectural assistant with a local authority, and a place on a part-time architecture course. Her employers pay her a salary (more than she was earning as a teacher), pay her course fees, and give her day-release so she combines work with study. As a part-time student, it will take her at least eight years to reach RIBA Part II standard, which will allow her to practice as an architect.

Claire's case should give hope to teachers who feel that they want a complete break, but that it is too late, or too difficult. If you are seriously committed it is possible to move into an entirely different career.

Teaching is such a varied and demanding job that it is impossible for a person to work in the classroom, and not gain something from the experience. As an ex-teacher embarking on a second career you may be older than average, but you will have acquired a range of skills that will stay with you.

Perhaps most telling of all, Claire felt that even though she has eight years of study ahead of her, life is actually easier now than it was before. "Teaching is so physically and mentally exhausting. I'm continually struck by how peaceful and quiet my new job is in comparison."

Caroline Elton is the author of *Moving On From Teaching: a self-help careers guide* which will be published by Kogan Page on April 29, at £4.95.

The unpublished survey by LACSAB and the teacher unions estimated that 22,000 teachers left their jobs at the end of the summer term in 1985. An estimated 11,142 remained in work but over 15 per cent of those who got another full-time job left teaching in mainstream schools altogether.

Candidates will be assessed on their ability to

A parent's eye view of the GCSE

It looks rather like a building society handout or a bank loan scheme, with bright red and blue illustrations and a question and answer layout.

Question. What is the GCSE?
Answer. The General Certificate of Secondary Education is the new single system of examinations.

The leaflet was brought home from the local comprehensive by our fourth year daughter. We've had several like it from the Department of Education and Science, only this time the school's English department has thrown one in as well – along with an appointment sheet for parents evening.

"By the way, Mr Daniells can't see you. He's booked up," my daughter calls from the hall. "And Miss Turner can only give you two and a half minutes. But they both say I'm OK and they don't need to see you anyway."

"That's not the point," I shout back. "We haven't had a parents evening for two years because of the strike. I want to see them!"

But hold your horses. Just calm down and read the leaflets.

The red and blue one with the pretty pictures makes it look ideal. What could be better than exams relevant to pupils' experiences, with more emphasis on practical skills, coursework which counts towards the final mark and successful candidates being awarded Grades A to G? It's not a matter of "pass or fail" anymore, there's something for everyone! And the teachers are all fully trained and adequately prepared for it, says the leaflet.

'Bear with us... we are all in the dark and not sure what we are doing'

I suddenly remember what Miss Horlock said last week to our daughter's top Chemistry class. "You must bear with us if we are a little ill-bumoured at times. It's just that we are all in the dark, and not sure of what we are doing."

The leaflet comforts and consoles with news that local authorities and Government will have spent £80,000,000 on new equipment and books for the exam by 1988. Then why, I wonder, have we been sent a pleading letter from the school PTA, appealing for a covenant to help buy vital materials? And why is there only £1.50 per child to buy the new biology textbook, when it really costs £5.95?

But the second leaflet is designed to impress. Photocopied from the English syllabus, it's peppered with jargon: "assessment objectives", "assessment pattern", "differentiation", "grades description", and you need a PhD to crack this lot.

But, just a minute, read on... It's all so boringly obvious really, when you look at it, and I'm just a parent. "Candidates should be able to understand and convey information." "Students should be able to understand themselves and others..." should recognize implicit meaning and attitudes... should communicate effectively and appropriately in spoken English." Well, I should hope so.

Surely teachers have been doing this, and a lot more, for generations anyway? But give it a chance. I'll feel better about it after parent's evening.

The hall is full of us – at least 300 mothers and fathers, sitting in little clusters near the appointed teacher. The staff are seated alphabetically at tables around the perimeter of the school hall. Everyone is a little anxious. Appointments are already over-running and out of sequence. Mr Montague (Maths) has an overflow who are forced to stand. Flustered parents dash between groups.

"What time are you?"

"7.35."

"Oh, we're 7.29. We're before you!"

The smiling headteacher patrols the hall. The deputy head discreetly removes cold, undrunk cups of coffee from staff tables, and replaces them with fresh ones. No time to drink, even though throats are dry.

Mr Mason (History) first. Yes, he likes the look of the exam. There is less content and rote learning than GCSE.

Candidates will be assessed on their ability to

Beyond the jargon



meet criteria," he says. "Not best other candidates." Well, that sounds a good idea. Mr Turberfield (Physics) likes it too.

"It will show up the strengths of each pupil," he says. But he is a little worried about the practical assessments. For, at regular intervals, he will be required to test them individually. He will award a mark if they select an appropriate piece of apparatus, a mark for setting it up, a mark for intended aim, a mark for recording observations, and a mark for interpreting the outcome. Poor Mr Turberfield must cope with all this, and keep the rest of the class ticking over.

"All the same, it's a challenge," he says. "And I'm looking forward to it." Mr Grimshaw (Biology) isn't.

"Why change an examination system that was working perfectly well?" he says. "Oh, there's a lot of impressive jargon in here!" He waves the three-inch thick syllabus at us. "They don't say one pupil does better than another anymore. They call it 'differentiation'. And we've only got one sample exam paper to go on. How's that for a confidence booster when it comes to revision?"

On to Miss Turner (English), and the best our daughter has ever had.

"Will you be doing a Shakespeare?" we ask keenly.

"Well, actually, I'm leaving," she tells us in confidence. (Not another; last year the school lost two of the maths department to banking and computing.)

"I'm sorry," Miss Turner smiles apologetically. "But there comes a time when you just have to... well, move on. I don't know what they'll be doing for set books. It's no longer my decision." We shake hands, thank her, wish her luck in her new career and privately pray that she will be replaced by somebody as equally good and experienced – but fear it may not be so.

There is nobody waiting to see Miss Olthwaite (Music), so we slip into the two chairs facing her. She tells us that she is quite overwhelmed by the volume of work to be covered. What worries her most is providing a wide enough range of music for the class to listen to. From the Renaissance to the present day including rock, jazz, blues, African, Caribbean, Indian and the Orient.

"It's because we're a multi-racial society now," she says glumly. "But we only have one record of African drums in this school."

The time has come for us to join the militants surrounding Mr Montague. He tries to ignore the shuffling and muttering, ducks low behind his desk, fixes his eyes on the two parents facing him, and talks earnestly.

The new GCSE maths projects are the source of the discontent. Set at regular intervals, they must be unaided, practical, and the topics relevant to and thought up by the pupils. They, of course, have carried the problem home, and the parents have suffered along with them; whole families trying to work something up from decorating a room, designing a hamster cage and searching for mathematical potential in little Johnny's paper round.

Weeks of anguish have finally delivered up the first of five projects. Many of them are excellent or original, but do not quite fit the new criteria laid down by the board. And so, although Mr Montague would like to award a grade C, he is bound to give a grade F. The parents are up in arms.

Mr Montague is perplexed. There is clearly a basic fault in the thinking behind this exam. He gathers up a cross section of projects and sends them up to the board to be moderated. They send them back.

"We are sorry," they tell him. "But we haven't yet appointed anybody to mark them." Would he care to award the grades he feels to be appropriate as he is probably in a better position to judge them.

"The trouble is, these children have been taught by traditional methods for three years," he says. "And now they are suddenly expected to switch in a different approach. It's not at all easy for them or me. This should have been phased in gradually, starting with the First Year entrants." We nod.

"And what about the academic child?" he asks. "If the Additional Maths paper goes in two years' time, there will be no calculus, no integration and no differentiation. How are they to make the jump to A Level?" We all agree. It certainly sounds like a process of levelling down. The angry mob are now 100 per cent behind Mr Montague.

We walk back to our cars in dejected little groups. "I don't see there's much difference in it," says our neighbour, opening the ear next to ours.

'They can talk about differentiation till they're blue in the face... A, B and C will be like O level'

"Our lad will only be entered at the general level, so he can't get higher than a C anyway, however hard he tries."

"If you ask me," his wife chips in, "they can talk about differentiation until they're blue in the face. The A, B and C will be like the old O level, and the D, E, F and G like the CSE. So what's new?" Quite a little crowd begins to gather in the car park.

"I like the sound of continuous assessment", says a father in bicycle clips and a cycle cape. "It's fairer. A kid who's made nervous by exams, doesn't have to put all his eggs in one basket – on the Big Day, sort of thing. I know it'll suit my son better. And it's nice not to have to choose between O level and CSE anymore."

"Well, I don't know," says his wife. "At least we all knew what O levels and CSEs were. I don't think anyone knows what this is all about." We laugh politely, rattle our car keys, and call goodbye to each other.

"Still," we tell ourselves as we drive home, "Everyone will be in the same boat. And the cream always rises to the top. Doesn't it?"

At least we know what the stuff (think of it now. Well, most of them. Except poor little Mr Daniells (French) who was too busy to tell us what he thought. And we never even asked Miss Turner. At least she needn't bother now. She's getting out of it all and moving on to better things.

Hannah Lambert

Hannah Lambert is a former teacher and her children are in a Hampshire school. The teachers' names in this article have been changed.

An unpublished national survey by local authority and teachers' associations shows that even in 1985 one in six teachers changing their job at the end of the summer term moved out of the classroom.

I interviewed 50 ex-primary and secondary school teachers, all of whom are now working outside the profession. Many stayed in education, becoming careers advisers, educational psychologists or youth workers. These had the easiest time; they had fewer interviews and quickly found a new job or a place on a training course.

Moves of this kind are seen as "career development" rather than a "career break". Whereas anyone who moves outside education has to contend with the mistrust of "career changers".

Another group enjoying a relatively smooth transition were those who moved into computing. This industry gives teachers on opportunity to use their most valuable asset – their ability to teach. As a former art teacher who now works as a software designer pointed out, "So many companies now use computers for all sorts of different tasks, that there's an enormous need for people who can train staff in the use of computers. Someone who knows how to put over information has a crucial skill."

Teachers who enjoyed the actual teaching aspects of their job, but were demoralized by poor pay or lack of promotion opportunities found that working as a trainer or happy compromise.

Sarah Shutt, a head of year who taught maths for four and a half years before becoming a training consultant for a software company, had no regrets: "I wanted still to be teaching as that is what I enjoy. I had some experience in computing prior to teaching, so working as a trainer in a computer firm was an obvious move. I'm glad I

The ones that got away

Caroline Elton, author of another teachers' escape manual, looks at those who made it

left as I get as much, if not more, satisfaction from my job as I did in teaching, I'm better paid, and I can see a number of different avenues ahead."

Teachers with a good background in computing tended to walk straight into a job without any formal re-training. Many other teachers acquired the necessary background by going on full-time Job Training Scheme courses, funded by the Manpower Service Commission. Of these teachers, some had absolutely no knowledge of computing before they went on the course, but all of them managed to get jobs once they had completed their training.

Other teachers I talked to made a completely clean break into careers that had few obvious links with teaching. These included an art therapist, research scientist, landscape gardener, solicitor, house painter, tax inspector, actor and charity administrator. None of these people regarded the years they had spent working as teachers as wasted, although many were very glad that they had left the classroom. They all felt that they had gained something from having been a teacher.

For the biology teacher/research scientist, the most useful aspect of teaching was that it taught her how to organize her time, while the drama teacher/trainer, therapist, learnt to present material so that it had impact, and the primary

teacher/clinical psychologist gained an understanding of child development.

Age is obviously a crucial factor. Almost all of the teachers had moved before the age of 35, and many before the age of 30. Some successful teachers who had worked for many years, and had gained departmental or pastoral responsibility, had the advantage of management experience, which they could then put to use in another context.

John Towers, once head of modern languages at a large mixed comprehensive, taught for 10 years before he decided to leave the profession. At interviews he stressed his managerial skills, and he had a number of different job offers before he finally settled for his present post as a trainee sales consultant with an insurance company.

Even notoriously competitive fields like publishing and the media have their share of ex-teachers. Rosalind Erskine had a varied six and a half years career in education, starting off as a PE mistress, then teaching Italian, and ending up as the head of community education and careers at a large Inner London Education Authority comprehensive. She then decided that she wanted to change course and become a television producer.

Building on the fact that she had been head of department in her last school, she decided to

Review

God, the Great Fumbler?

The Blind Watchmaker. By Richard Dawkins.
Longman £12.95. 0 582 44094 5.

Dr Dawkins begins with a bang:

This book is written in the conviction that our own existence once presented the greatest of all mysteries, but that it is a mystery no longer because it is solved.

Alas, you might think, the latest evangelist about to announce a new Revelation? But no, the gospel dates back to the mid-19th century and was first penned by Darwin and Wallace. Dr Dawkins is an eminent evolutionary scientist, the author of *The Selfish Gene* and *The Extended Phenotype*, making a third presentation of neo-Darwinism for the benefit of the general reader. I find his books quite fascinating, but I am puzzled by their tone of urgent advocacy, so different from Darwin's own tentative, investigative style. Could it be that, inside Dr Dawkins the scientist, there is a residual believer, who will be content with nothing less than certainty? He declares significantly a few pages further on that "Darwin made it possible to be an intellectually fulfilled atheist". This suggests that Dr Dawkins himself, having negated the idea of God and put his trust in the gene or the extended phenotype, no longer has any serious metaphysical worries, and that the reader needn't either, if he subscribes to evolutionary theory.

Actually, I would have said that nowadays almost all of us — including the bishops — are Darwinians, at least in the sense that we see ourselves as part of the animal kingdom, albeit a uniquely evolved part. If Darwin's theory is correct, he discovered a universal process, and this puts him on a level with Newton, who formulated a universal law. But natural selection is still not crystal clear, nor has it solved the mystery of our existence, since Darwin had nothing to say about what might lie behind the process or how human self-consciousness emerged. So, Dr Dawkins' opening sentence promises more than he, or anyone else, can as yet deliver.

His aim, more prudently defined, is to convert us to evolutionism (those of us, that is, who are still opposed to it, like the American Creationists), by subverting the so-called Argument from Design. This is the view that the extraordinary complexity of life-forms in the world proves them to be the work of a Creator, just as the subtle organization of a watch inevitably suggests the prior existence of a watchmaker. I have failed to discover the origin of the metaphor of the Great Watchmaker, or *Grand Horloger*, but it was certainly familiar to the French thinkers of the 18th century, some of whom at first gladly accepted it as a basis for rational Deism, and then gradually discarded it as they came to realize that, however wonderful the Great Watchmaker's watch might be, certain parts of it worked in ways that the human mind can only find erratic.

The metaphor was, in fact, already obsolescent on the European intellectual scene when it received its most famous English expression in the Christian apologetics, Paley's *Evidences* (1802), which Dr Dawkins takes as his point of reference. The central thesis of his book is that Paley, although well-informed for his day, actually underestimated the extent of the complexity, but that the patterns are the effect, not of the will of a Creator, but of natural selection, operating blindly, and by an infinitely gradual process of change and adjustment, to bring about such apparent miracles of adaptation as the sonar equipment of bats or the human eye, both of which phenomena Dr Dawkins discusses at some length.

On one level, the argument is easy to grasp, although, of course, evolutionary theory, as discussed by the experts, has now reached a degree of logical and mathematical sophistication that puts it well beyond the scope of the general reader. But even he can see that, granted that there are such things as genes (they can be "transplanted", it seems, but cannot be studied directly and are known only by inference) and that they mutate, the interaction between the fluctuating characteristics of any animal population and its given environment consisting of food resources and predators, will gradually mould the individual creatures in certain directions. Even the awkward problem of the eye, which delighted Paley and bothered Darwin, is theoretically solvable, if we accept that, over millions of years, what was an elementary creature, a patch of skin



sensitive to light, might in the end, through minute modifications, become the fully developed double organ.

Where my understanding chiefly breaks down is with regard to the source and nature of mutations, an issue that Dr Dawkins doesn't tackle as directly as one might have expected. Does it make sense to say that mutations are random? Dr Dawkins replies: "Chance is a minor ingredient in the Darwinian recipe, but the most important ingredient is natural selection which is quintessentially non-random". However, philosophically, a tiny bit of chance is as important as a whole lot. Once you allow it in, the possibility of "God" reappears. If mutations are caused by cosmic rays, as has been suggested, might He not be out there calling the shots? Nor is it an explanation to say that mutations are accidents within the system. "It stands to reason", a biologist once assured me, "that since the reproductive process is constantly repeated, something is bound to go wrong now and again." But gravity never goes wrong, nor do chemical processes, so why should "life"?

Just as mysterious is the fact that mutations, which are mistakes, in the sense that the overriding drive of the gene, according to Dr Dawkins, is always to perpetuate itself exactly as it is, have occasionally led to "beneficial" mistakes for positive development to occur. As far as I can see, Dr Dawkins just takes it for granted that the necessary, utilizable mutations will present themselves sooner or later and in sequence to allow the sensitive patch of skin to turn into an eye, or the rudimentary stick-insect to become a fully realized one. But why should they if, as he says, "There is no long-distance target, no final perfection to serve as a criterion for selection"? No doubt this is true; since a lot of creatures have a very improvised look, but there must be something at work that hasn't been mentioned, because it is just as reasonable to suppose that mistakes helpful to the development of so emergent entity might never occur, in which case natural selection would have no possibility to work on.

This leads into the still deeper problem: why are there creatures at all? How did the primeval cells first come together to constitute organisms? It is an odd fact that *The Origin of Species* is a misnomer, because one thing that Darwin's book does not explain is precisely the origin of species. Dr Dawkins, musing on the "buddiness" of the process, states that "the large-scale form emerges because of lots of little cellular effects", but he doesn't amplify the meaning of the term "emerges". He adds: "An animal's genes are

The Recursive Universe: Cosmic complexity and the Limits of Scientific Knowledge. By William Poundstone.
Oxford University Press £5.95. 0 19 280120 1.

Where can you find an atom which grows beeches (and a honey farm), 13 gliders, 30 loaves, 3 ships, 2 ponds, a mango and a melon? The answer is in a computer game called *Conway's Game of Life*, invented in 1970 by John Conway, a Cambridge mathematician. Conway is interested in pursuing Von Neumann's idea whether a robot could be designed to replicate itself and, more generally, whether systems like our universe can arise from simplicity given a few simple recursive rules.

The philosophy of physics presents a puzzle for the interested general reader. The physics is mathematics and the traditional mathematical ideas into natural language, increasing loss of focus as the mathematics becomes deeper. Translation can become a travesty. But there is no need for this. There are a few gifted men who, by the clarity of their writing and elegance of their thought, are able to construct windows on the world of physics which allow us enticing glimpses of depth and beauty.

William Poundstone is one of these men. He hits on the idea of running two alternative narratives each illuminating the other: one concerns physics and the problem of how the universe came to be so staggeringly complex, the other grand unified theories are to be had. These depict a state of such simplicity just before the Big Bang that only two types of particle (bosons and fermions) and two forces (electromagnetism and gravity) existed.

The other narrative describes Conway's *Life* which provides a parallel, 2-dimensional world of abstract patterns evolving according to Conway's simple recursive rules. Recursion, because they are repeating and self-referring, are game progressions familiar to *Life* objects. Some become stable (beeches), some oscillate (hinklers), some go off into the *Life* plane (gliders), and some collapse like matter and anti-matter, annihilate each other and produce energy (protons and neutrons). Conway's *Life* objects grow like biological cells, some (glider guns and puffer trains) can self-replicate, some (glider guns and puffer trains) can self-replicate, some (glider guns and puffer trains) can self-replicate.

In the 17th century complexity was attributed to God. But natural philosophers like Descartes believed that, having created the universe and provided it with laws, God was not involved in its running. He was a distant, disinterested deity, his hands off the steering wheel and let the universe run its course. Descartes' body, being part of the machine, was also a machine though he believed the soul for the spirit via the pineal gland. Queen Christina, complained that he reproduced themselves, something no machine could do, and invited him, rather importantly, to Sweden and explain himself. He was reluctant, wary of the rigours of the climate, but did his best work, you remember, inside a stove, caught cold soon after arriving and perished leaving John Von Neumann to deduce from his difficulty 300 years later.

Poundstone leads us through his intricate garden from a wasteland of maximum entropy where everything has just seeded itself into a tangled disorder, to an exquisitely symmetrical Garden of Eden, that enclave of low entropy where life began. We are introduced to a goop, that unimaginably large number of molecules makes even the number of elementary particles in the universe seem insignificantly small. How the probability of a molecule becoming a life-form is one in a googol. So neither God nor chance provide an intellectually satisfying answer to the problem of getting from simple beginnings to the complexity of life.

Finally Poundstone lays out for us some of the power of simple recursive rules which, as Neumann and Conway proved, can generate anything that can be generated by a computer. He reproduces machines (and *Life* objects) in his book and all our present universe is a book full of intellectual complexity. It is a penetrating yet requiring 21st century book, leaves us with the view that creation is a simple process, the universe is a recursively defined object.

John Weightman

Early provision

Schools for the Shires. The reform of middle-class education in mid-Victorian England. By David Ian Allsobrook.
Manchester University Press £32.50. 0 7190 1972 9.

Between 1852 and 1868 the educational institutions of England were exhaustively investigated by Royal Commissions, with a view to finding them of defects and reforming them.

First, the two ancient universities: Oxford (much against its will) in 1852, and Cambridge (very willingly) in 1852-53. Between 1858 and 1861 the elementary schools were scrutinized by the "Newcastle" Commission (so called after its chairman, the Duke of Newcastle); between 1861 and 1864, the nine "Public" schools — Eton, Harrow, Westminster, Winchester, Rugby, Charterhouse, Shrewsbury, St Paul's, and Merchant Taylors — by the "Clarendon" Commission (chairman, the Earl of Clarendon); and, between December 1864 and December 1867, schools not comprised within the scope of the foregoing two Commissions. These included endowed grammar schools, proprietary schools, that is, schools promoted and owned by companies (such as Marlborough and Shrewsbury), and, in Mr Allsobrook's words, "a dense and ever-changing thicker of private schools".

Each of these investigations was followed up by an Act of Parliament enforcing — or intended to enforce —

such of its recommendations (and other reforms) as the government deemed desirable.

Mr Allsobrook's book discusses the third of these Commissions, the Schools Inquiry, or "Taunton" Commission (chairman, Baron Taunton). Its purpose, he says, is

to reveal how one group of Victorian education commissioners went about their tasks of inquiry and recommendation; and to associate their findings and proposals with particular counties.

It certainly does that, competently and attractively. It also does much more. It notes that the demand for this Commission originated, not in the towns, but in "the agrarian context of traditional society in the countryside", and for the benefit of the emerging "middle class", for whom the existing provision of school facilities was woefully inadequate.

It illustrates, by giving examples, how such provision was enlarged and improved. For example, on the initiative of the Church of England's National Society, diocesan boards were set up to undertake the work in Devon, Somerset, Worcestershire, and other counties. Not that the effort was confined to the Established Church. Mr Allsobrook identifies three main lines of development.

The Anglican strand, through the reagent National Society, with its diocesan boards and less formal agencies; the agricultural development in the rural counties, more

particularly in the West Country; and the attempts to reform equitable jurisdiction in relation to educational endowments.

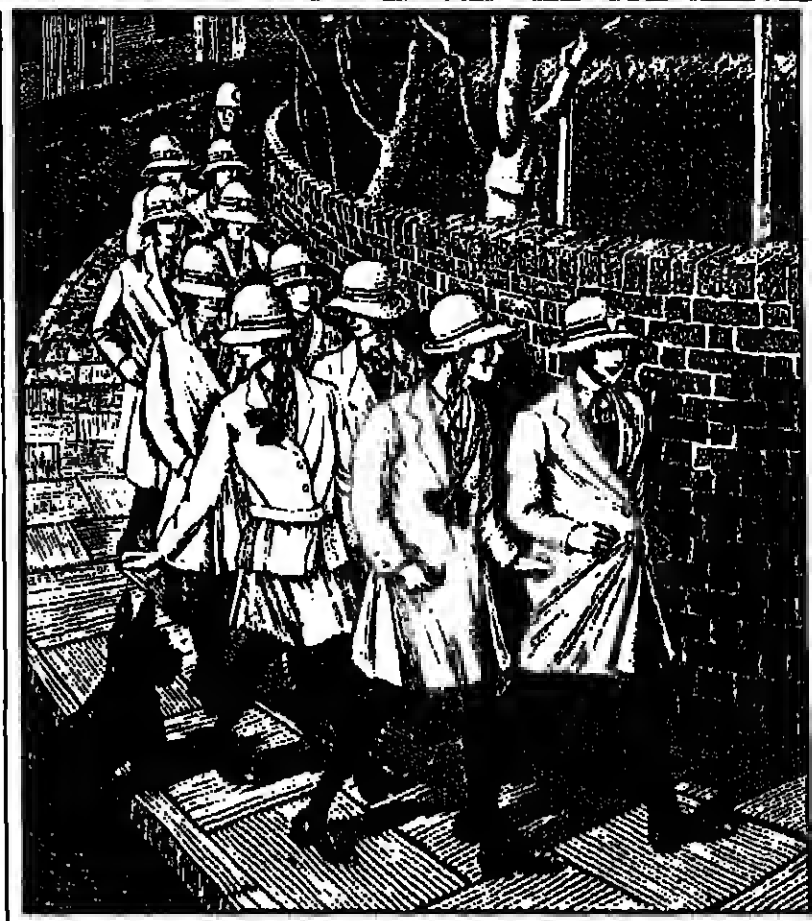
(The last of these strands gives rise to the most difficult chapter in the book, on "Equity Courts and Charity Commissions".)

Mr Allsobrook relates how members of the Schools Inquiry Commission were selected, and notes that the procedures they adopted and the reforms they recommended closely resembled those of a similar inquiry conducted in Ireland, by the "Kildare" Commission (chairman, the Marquis of Kildare). This gives him the opportunity to include several pages of 19th-century Irish educational history. He touches briefly on the Endowed Schools Act 1869, and at length upon the difficulties the Endowed School Commissioners had in revising the financial arrangements of some schools.

One of the most interesting features of the book is the very large number of people — never 200 — who appear in it. Some, of course, are well known to history, but many are not. About some of these Mr Allsobrook gives a sentence or two of identification, but by no means all. Who, for example, was Mr Skirrow? Of what university was "Page Wood" the vice-chancellor?

There are omissions and errors in the index, and a few literal errors in the text and in the otherwise excellent bibliography.

H C Dent



Tirzah Ravillous was the pupil and then wife of the leading graphic artist Eric Ravillous; her work, which in many ways closely resembled his, nevertheless has a charm of its own. It is an exhibition at the Towner Art Gallery, Eastbourne, until May 10, and it is available in published form in *The Wood Engravings of Tirzah Ravillous* (compiled by Anne Ullmann, Gordon Fraser £17.50). Above, "The Crocodile", 1929.

Home from home

Portage: Preschoolers, Parents and Professionals. Edited by R J Cameron. NFER-Nelson £11.95. 0 7005 1073 7. *The Education of Disruptive Children.* By David Galloway and Carole Goodwin. Longman £6.95. 0 582 49720 5.

Parents continue to be rediscovered. That invisible army, once regarded as onerous intruders on the territory of the "professionals", is now a firm ally in the educational process.

This is well shown in the collection of papers published to mark the first 10 years of the Portage experiment in Britain. Named after the Wisconsin town where it began in 1969, Portage is the home-based method of providing planned educational and developmental help to pre-school children with special needs. Teachers identify and agree the particular skills the child is to be taught, and the teaching strategies are written down, demonstrated and then acquired by the parents. Using planned checklists of skills — motor, language, social and cognitive development — with planned activities and meticulous monitoring, the Portage method specifies aims and objectives and shows parents how they are to be

achieved within the home. Since the Wessex Portage Research Project was set up in Winchester in 1976, the adaptable Portage model has been applied in over 150 locations within Britain. In 1985, after effective lobbying by the National Portage Association, the Department of Education and Science made £1.2m available from the education support grant for setting up new Portage schemes.

Parents who know the pace of their child's development of skills, can draw on expertise yet not feel dominated by it. Health visitors, community nurses, therapists and family service workers as well as teachers may all contribute to a Portage project with the focus remaining the home environment. These papers reveal the radicalism of the Portage model in the mid-Seventies when improvements in the education of the pre-school child with special needs focused on the specially built unit which inevitably required the child to move to a purpose-built environment.

These are contributions by dedicated educationalists and self-conscious pioneers, and the book is an exhilarating document for all those who sometimes despair at the pace of educational change.

Simon Newton

Caged skylark

Original Manley Hopkins. Edited by Catherine Phillips. Oxford University Press £17.50. 0 19 254190 0. £7.95. 281386 2.

This new selection of Hopkins' work has a number of attractive features and is more than adequate for critical reappraisal of a poet whose emphasis on haecceitas or individuality is fully embodied in the nature of his writing in whatever mode or genre. Although, like his own "caged skylark", Hopkins "drooped" dead sometimes in his degree of complexity (and *Life* objects), he is primarily, or at least most readily remembered as a poet of exhilaration.

As a poet he is nothing if not original, spare, strange, to use his own phrase, but, unlike the very few of his contemporaries who saw anything of his work, we are no longer agnostics about his qualities and share in the fervent advocacy of F R Leavis (a critic



whom Hopkins scholars, as if by common consent, never mention), an advocacy tinged with scorn for his supporters and detractors alike.

If we were to criticize him now it would be less for the idiosyncrasies of manner (which we relish) than the limitations of what he seems to be saying. What is the *White of the Deutschland* he writes that "They

fought with God's cold . . . (And they could not and fell to the deck (Crushed them) or water (and drowned them) or rolled) With the sea-romp over the wreck," one feels that these laconic notations of the effects of God's cold, etc are indeed chilling. Again, when he complains about the suburbs weakening havoc with *Duns Scotus's* Oxford, "though he had confounded rural rural keeping — folk, flocks and flowers", you feel that this is indeed a very Oxonian view of rusticity. His verse is better for feeling in than thinking in, so that although in the so-called "terrible sonnets" of his later, dispirited phase you feel that you are admitted to a terrible intimacy you never really "glean what afflicts him" in a famous phrase from *Hamlet* (or Stoppard).

This Oxford Authors selection is an attractive one, with an intelligent introduction and scrupulous notes based on personal of manuscript drafts, and you get extracts from the letters and journals, the Sermons and Devotional Writings. However, it does leave a hard fight on its hands. Many might still regard the Penguin edition as adequate for "normal" purposes, and an Oxford English Text edited by N H Mackenzie allowing all uncancelled variants is on the way.

Edward Neill

Last link

The Way-Paver. By Anne Devlin. Faber and Faber £8.95. 0 571 14597 3.

"Abyssinia, Alma, Bosnia, Balachava, Belgrade . . ." The street names of West Belfast roll off Finn's tongue like a litany. As a child she would chant them in a skipping song. Twenty years on, when the same streets are only "empty and broken and beaten places", the recitation has a more practical purpose: it prevents her from promising others under interrogation.

In Anne Devlin's story "Naming the Names", both Finn and the young man she leads to his death are defined and determined by the places of their past. Finn, recognizing the address on a letter, assumes she has found a suitable terrorist target, a Protestant judge who can be lured into the heart of the Catholic Falls with the promise of a rare book on Orange history. Instead she meets his son, a history student home from Oxford to work on his thesis. Finn falls in love with her judge's son, but is already committed to his death: "He was my last link with life and what a way to find him."

Few of Devlin's characters succeed in maintaining their links with life: not the art teacher who makes way so

effectively for her replacement that she gives her identity away; not the unfaithful wife who cannot admit to her married lover that he is her only hope; not Judith watching the dead leaves cluster at her door as she waits for the clown to come back into her dreams. Emotionally retarded, psychologically damaged, most fail to cross the "unknown distance between the shore of memory and the landfill of imagination" because they cannot tear their eyes from the past, turning their backs on the imagination and thus on the future.

Unlike Jose, the outcast in Devlin's award-winning stage play *Ourself Alone*, Finn can provide no explanations for her actions: "Let's just say it was historical". And it is history itself that is the real subject of *The Way-Paver*, history with its seemingly inexorable grip on all things Irish. Only when they come to terms with this and manage to escape the trap can Devlin's heroines hope to survive.

Although the characters portrayed in these nine stories are in many ways very different, the collection unfortunately suffers from a certain monotony of tone. Several of the stories have already won prizes, and read in isolation their power is unmistakable. Read in one sitting, however, the voices tend to merge into one another.

Anne-Marie Conway

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11 New Fetter Lane, London EC4A 3DF

BOOKS

Divided county

Suffolk and the Tudors: Politics and Religion in an English County, 1500-1600. By Dalmeida MacCulloch. Oxford University Press £35. 0 19 822914 3.

This is a valuable and enjoyable book by a man who knows his county and loves it: the sense of Suffolk topography informs the scholarship on every page. Among county histories, this is a good one, and an unusual one in its choice of dates.

There are many things here which will interest historians, but for a reader of this journal, the theme most worth discussion is the ever-live one of the Reformation. The book is not one which will be easy reading for schoolchildren, but for a Suffolk teacher wanting to prepare new and vital lessons on the Reformation, it could be a godsend: the identification of past issues with places, and often with buildings, which are still very much with us can be a great help in capturing the imagination.

No two counties seem to have had the same experience of the Reformation, though one sometimes wonders irreverently whether counties differ as much in their historians as in their histories. From Suffolk comes grist to the mill of almost every school which has seriously discussed the subject, and, perhaps most valuable of all, the faint hint of the beginning of a synthesis. Like Dr Bowker, Dr MacCulloch cannot find the evidence for seeing the pre-Reformation Church as so "corrupt" that it was dead in the water: he finds "much that was good, much that was indifferent, and little that was catastrophic". Requests to monks, friars and above all parish churches seem to show a Church whose hold on the imagination of its worshippers was still strong.

With the rise of Luther, and influence spreading from Cambridge, this Church faced a genuine intellectual challenge, and as it did so, it lost its certainty of royal protection: as early as 1530, the Bishop, trying to repress heretical books, was told that the King wanted "people to have their own 'erroneous' books". It says much of what needs saying about Henry VIII's reign that the Bishop was not sure this claim was false.

From then on, Suffolk was a divided county: we are given, with fine even-handedness, a picture of Catholicism to satisfy Dr Haigh, and a picture of Protestantism to satisfy Professor Collinson. The changes of regime through the middle of the 16th century were possible, not just because Justices of the Peace served on in the vice-chancellor spirit, but also because there was a strong and increasingly organized body of support on each side. Dr MacCulloch observes wryly that Henry VIII's hybrid Church had enjoyed more massive support in the county than the Church of England has ever done since.

Just when the death of the older generation of Catholics, in the 1570s, appeared to be tipping the balance finally, Queen Elizabeth tipped it back again. Frightened by the spectre of "Puritanism", she appointed the appropriately named Bishop Foke, who forged an alliance between the episcopate and the Catholic hierarchy against the Protestants. Dr MacCulloch emphasizes that "the Anglican position as such hardly existed in the mid-1570s outside a minority of the county". If the Bishop wanted to fight "Puritans", he had to ally with Catholics. After a history like this, it is no wonder that every religious faction in the 17th century believed it was defending the doctrine and discipline of the Church of England: they all had some excuse. The stable historiographical world in which "Anglicans" were on one side and "Puritans" on the other will never come back again: a century of doubt about what was orthodox did not leave such certainties behind it. What does remain is deep and strongly felt religious disagreement: Luther and Biley, like Christ before them, came not to bring peace, but a sword.

Conrad Russell



Via Dolarosa: a photograph from Biblical Holy Places: An Illustrated Guide, by Rivka Gonen (Black £17.95). Not quite pocket-size, but eminently portable.

Mysterious ways

Gad's Act in the World. By Maurice Wiles. SCM Press £5.95. 0 334 62028 X. Christianity and the World Religions. By Hans Küng. Collins £20.00. 0 00 217619 X.

A question for Christians is whether God, having once rested from the labour of creation, now does anything at all. Most believers assume that he sometimes takes a hand in human affairs. Some of them think he does it all the time. It is in that belief that leaders of the Roman Catholic Church, for example, hold to a hard line against artificial contraception or fertilization: they believe God is always there to decide which seed will grow and which will not, and human beings ought not to interfere with his decision-making.

There are problems about that kind of belief. One is that it is out of line with our daily assumption that events have natural rather than supernatural causes. Another, more awkward, is the problem of evil. If God is somehow active at the moment of conception, why does he not stop the conception of babies that have fearful deformities?

Maurice Wiles, Regius Professor of Divinity at Oxford, says this kind of evil is the risk God took when he set a free world going, and its significance is to be sought in relation to its overcoming. In other words it can draw forth heroism in the child, self-sacrificial love in the parent; and those virtues help towards making God's continuing wish for a good world come true. Wiles does acknowledge that the problem of evil is "the Achilles heel of a rational Christian theism".

For the faithful Christian there is a yet graver problem than that. Brief life is here our portion, after all; brief sorrow, short-lived care. The life that knows no ending, though - necessary, in Christian orthodoxy, only in exchange for Christian belief - why has the possibility of Christian belief been kept from so many millions, before Christ and after him? God seems to be

on a charge of either inactivity or callousness.

Preferring the first count, he rewrites it as "divine self-interest". Orthodoxy from Augustine on has ascribed the fact that only a few people become Christians to God's providence, his controlling knowledge. "Retrospective" is all that will allow: as we look back we see patterns which give meaning to our lives. God created the conditions that to happen, and for those that sense he is still active. It is a bleak, honest as almost to destroy theodoxy it comes to save.

To the problem of the evil non-Christians, at any rate, there is more radical answer than Wiles's simply that Christianity may not be one right religion after all. This thesis put forward by Hans Küng, teaching theology (without approval) at Tübingen. In a "dialogue" with three Tübingen colleagues who set out the main lines of Islam, Hinduism and Buddhism, Küng says in effect that all four faiths are held are partly true and partly false.

Küng is not trying to identify common beliefs and put together a faith out of them. Indeed, some common beliefs he comes upon - polytheism of popular Hinduism, for example, as paralleled by the polytheism of popular saint-venerating Catholic Christianity - he discounts as keeping with each faith's highest principles. His aim is merely to encourage mutual respect: the recognition there may be another idea of religion and another way to it, than the given believer happens to have raised in.

Looking round at the world's religious wars, Küng offers the best contribution to world peace. Perhaps to pitch the likely effort high. But as this kind of work, it will at least enlarge the discussion that religious problems are discussed.

John Wiles

lingo

Diktat

Headline in the Times Educational Supplement on February 12: "EIS throws its weight against Diktat".

Diktat was a humdrum German word, as in the phrase nach Diktat, meaning to write from dictation, until the National Socialists took it over. It was their word for the Diktat of Versailles. To them this Diktat was a dictated peace, with obvious implication that it was an agreed peace, so that it would stand and just to overthrow it by means. The results we all know.

The word appears in the Supplement preceded by two lines, which means that it is a naturalized, alien word. Since its first recorded use in English, in 1933, the word has been used in a variety of contexts. As a confident assertion made by a psychologist. It has been used as a term in the [Roman Catholic] Church family, then open friendly discussion, and even dissent, must be a Diktat, said to say, the history of Christianity. It was used, and note the spelling, in road-planning: "It would be a Diktat that there should be comprehensive rebuilding of the piece of road."

The anglicized spelling is, at least, a recognition that an alien word is being used. And of course the Educational Supplement Supplement line with established usage, and the word in inverted commas, as it is a capital letter.

It seems certain that, when the OED Supplement is published, two vertical lines will have appeared. It is clearly a word of number of ex-Nazis who are still in our midst. This is certainly of them.

Janet Daley

Among this week's contributors:

Conrad Russell is Astor Professor of history at University College London. John Welchman is professor emeritus of French at London University. John White is head of religious broadcasting, BBC TV.

The title of Walter Lassally's autobiography, referred to in a picture caption on April 3, is *Itinerary* (Cambridge and not as stated John Murray £14.95).

BOOKS

Serious pleasure

Heather Neill reports from the Children's Book Fair in Bologna

A solitary blue six-foot "cuddly" dog, wrinkled and mournful, his feet the size of dugout canoes, slowly patrolled the pavilions at the 24th Children's Book Fair in Bologna. Asterix, a powder blue frogman and two females with three-foot circus heads made sporadic, lethargic appearances. Outside the fair a severe notice nevertheless proclaimed No School Parties in Italian and English: the fair is designed for serious business, for professionals, not consumers. Serious but pleasurable. No one ever complains about going to Bologna: there is a shared enthusiasm for books, a chance to renew acquaintances, and after the dealing and discussion, a shared enjoyment of the famous Bolognese cuisine.

A good deal of preparation always takes place beforehand. Appointments are made in advance by packagers (who literally put together a package of text and illustration) with publishers and publishers with each other. Over the years, loyalty builds up. Flammarion, the French publisher, will tend to look at what Julia MacRae and Hamish Hamilton have to offer because they like the styles of those houses; the Bodley Head will eagerly pursue the latest invention of the Japanese illustrator/mathematician, Anno, because they have published him successfully before.

The emphasis is on picture books. Everywhere people were in discussion, poring over artwork, considering whether a particular book was "too English" or too typical of anywhere to translate into another language or culture. On every stand the "rights person" was available to talk figures.

Sometimes artists accompany their publishers. Shirley Hughes, a regular at Bologna, was with the Bodley Head team, celebrating their centenary. At Andersen Press, Tony Ross patiently advised would-be artists who had brought along examples of their work. Michael Rosen, the popular children's poet, here with Deutsch, had been appearing on Italian television.

Of course, no visitor will hear other than that everyone is "having a good time" but there does seem to be a genuine air of confidence about the British and American publishers. The American Publishers Weekly talks of "glorious years ahead" for children's books and details a healthy growth in sales. The Australians and Canadians too are "bullish" (the popular word). Ronald Jobe, senior lecturer in the department of language education at the University of British Columbia, points proudly to the quality of Canadian publishing: "We used to be the backyard for US and UK publishing -



Antonio Frasconi (USA): "Orders" from "The World Turned Upside Down"

which meant that, uniquely, we had access to 6,000 new books a year. Now 300 new Canadian titles are published in a year; in 1976 the figure was only 38.

A reason for optimism in the Western world seems to be that Yuppy couples, having each adopted a Flo-fax, have gone on to spawn children. They want the best and they can pay for it. Cape's *The Enchanter's Daughter*, with its intricately patterned plates by Errol Le Cain and The Bodley Head's story collection *Listen to This* are just two British examples which proved popular with other countries at Bologna. The continuing success of pre-school picture books and help-your-child-to-learn books, now in evidence on many European stands, are part of the same pattern. Among the British offerings are the *Step by Step* series of linked board books, concept books and story books by Diane Wilmer and Nicola Smee (Collins) and a particular child and his widening experience, many of Child's Play's publications, including *Ten Beads High*, about measuring, Collan's *Lucy and Tom's 123*, Kingfisher Books' *Stepping Stones*, Collin and Jacqui Hawkins' *ABC and 123* (Viking Kestrel) and many titles from Walker.

Dual-language books used to be thought to have a minimal market and to be peculiarly British. This year Jennie Ingham Associates shared a stand with Baker Books and Mantra to show dual-language texts and the response was surprisingly positive. Jennie Ingham said that not only are countries with minority language groups - like Australia - interested, but

Greek publishers, for instance, were taken with the idea of English/Greek picture books and other British publishers were discussing adapting further titles. Spot, the lovable puppy, goes from strength to strength in all his incarnations and several language combinations; *The Ugly Duckling* illustrated by Susan Hillard is available in Bengali, Gujarati, Punjabi, Urdu and Vietnamese, all with English.

Macdonald were showing off their new picture book and fiction titles produced, says Bryan Rowell their sales and marketing director, because there is a demand from teachers in primary schools for "real" books. Macdonald have an extensive school sales force and attractive - and reasonably priced - though these new picture books are, other publishers might be left wondering how to reach the teacher in the classroom with their vast numbers of suitable titles.

Lennie Goodings and Ruthie Petrie of Virago didn't have a stand. Instead they carried a carpet-bag full of their new teenage titles, Upstarts, to be published next month in a uniform, paler-than-adult-Virago green.

The Graphics Prize for Children this year went to A and C Black for their inventive and beautifully illustrated *Great Ganges Book* and the children's prize, decided by a panel of nine children aged six to nine, went to Andersen Press for Ralph Steadman's *That's My Dad*. But Britain didn't quite sweep the board: the Graphics Prize for Youth was won by the French publisher Gallimard for their ambitious new information series *Decouverte Gallimard*. Christine Baker, who is hoping for a British tie-up soon, thinks this series of pocket paperbacks is unique in that it is suitable for anyone over 12 and will eventually run to 200 titles.

However simulating the business of children's books, however charming the medieval city of Bologna, the fair was not, after all, the place to escape the more unpleasant aspects of the real world. Aladdin Books had their new AIDS title on show. It is to be published soon in America (where the surprisingly there is so far only a book about the virus, not the social problem, for this age group) and here in the Franklin Watts Issues series. It is informative and as un sensational as possible. Meanwhile, Hilary Renny of Culford Books is already working on a book for younger children to try to answer questions raised by those too young to have had any formal sex education.

For those with time to spare after perusing the wares of 1,160 publishers from all corners of the globe there were also exhibitions to explore, notably the displays of illustrations, but also collections of books like the useful selection of British books on display on the British Council Publishers' Association stand.

Survey work



Fieldwork Investigations. 3: Rural Land Use and Settlements. By Sue Worn £1.65. 0 560 66502 4. 4: Towns and Cities. By Sue Worn and Christine Bottomley £2.25. 66503 2. 5: Population and Transport. By Sue Worn £1.85. 66504 0. Arnold Wheaton.

Many guides to fieldwork either describe a particular area of geographical interest or discuss techniques more applicable to a class or group study.

Fieldwork Investigations is designed for the individual student undertaking an individual project. The ideas and suggestions are suitable for use in all parts of the UK and are intended for GCSE students. The publishers also expect them to be of value at A level. Each book presents about 25 to 30

detailed ideas for projects. Sources of information, such as the Goad maps for shopping studies, and enumeration district statistics for population studies, are fully discussed and suggestions made as to where students might locate them. Various interviewing, recording and fieldwork techniques are well described. Emphasis is placed on detailed studies and the need for reasonably large and balanced samples. The series includes specimen survey sheets and a variety of relevant photographs.

Particularly impressive are the varied suggestions for statistically analysing the results of the study, with a wide variety of maps and graphs being proposed for inclusion in the final presentation. Examples of these, often from Lancashire or nearby areas, illustrate the text. Suggestions are put forward as to how the student might analyse the final results to come to an appropriate conclusion.

The able GCSE student would be fully extended by this excellent series, though some may find the suggestions too demanding or difficult to follow without a lot of teacher guidance.

Ralph Holmes

Information base

World Concerns. By W E & V M Marsden. Oliver & Boyd £4.00. 0 05 003943 5.

World Concerns is part of a small series of books for GCSE geography, specifically geared to less able pupils. This particular title chooses eight major topics to illustrate its chosen theme. Of course a book of 64 pages can only do so much but *World Concerns* is more than just a starting point for study. It could provide a very substantial base of information for GCSE, both in terms of factual content and in its explanation of theory. Throughout the book key words and concepts are highlighted and the photographs and diagrams, nearly all of them in full

colour, are carefully integrated with the text.

Perhaps the limited space available might create some confusion in that subjects such as ethnic (racial) differences, the post-war spread of communism and the growth of tourism in the developing nations could be seen as problems in themselves and not merely ingredients of the mix. But the authors have shown considerable courage in tackling such sensitive issues and they deserve the thoughtful support of teachers in presenting them.

A set of copymasters exist which, if they are of the same standard as others of the series, will be an excellent complementary resource for the textbook.

Graham Hart

Acts of God

Hazard Geography. By Simon Ross. Longman £3.95. 0 582 20550 6.

Hazard Geography looks at earthquakes, volcanoes, flooding, drought, strong winds, pollution and surface instability. Two things immediately commend the book: first, the mechanics of each hazard are carefully and clearly explained in each chapter and further simplified by the frequent use of photographs maps and diagrams; second, the author makes excellent use of a variety of contemporary case studies. For example, studies in the chapter on floods range from the Yangtze floods of 1983, the York

floods of 1982 and a careful discussion of the Thames flood barrier. The author's concise approach is again illustrated by the pollution chapter: air, water, oil and land pollution are all examined in turn.

Another important feature is the fact that each chapter contains a variety of "Activities" which range from traditional textbook-type questions to role playing and classroom debates. These have obviously been designed to make pupils think carefully and develop skills and knowledge during their learning. The book should be very well suited to the current trends in teaching geography.

David Dickson

Weatherwise

Climate and Society. By Allen and Vivia Perry. Bell and Hyman £3.95. 07 135 24987.

Climate and Society is one of a series of texts in the Mon and the Environment series aimed at the 16 to 19 group. The first of the four sections, The Climate System, is a straight forward traditional climatic geography. The text is both clear and technical and broken up by well integrated maps and diagrams. In the second section, The Impact of the Climate System on People, the authors pay attention to health, hazards and the idea of an econoclimat. The book progresses towards the man/environment theme where there is a particularly good discussion of urban climates and atmospheric pollution.

This book is obviously of value for

pupils following a post O level course. The approach is logical and each chapter is rounded off by a conclusion as well as containing a variety of study activities. Two minor criticisms: the poor bibliography, and some of the maps and diagrams would have had more impact had they been printed on a larger scale.

D D

PALADIN DICTIONARY OF BATTLES

by GARGES BRUCE

Foreword by Field Marshal Lord Carver.

Gives key facts to the world's battles and guerrilla wars. Marathon to Afghanistan. Essential for scholars and war history students. Price £4.95 all bookshops.

Further reviews in this week's Geography Extra, 25-36

ARTS

Television
Time to talk

From May 1, Channel 4 is introducing an open-ended discussion programme. After Dark, which will start at midnight and continue until three in the morning (or until the participants have talked themselves out), and before you dismiss this as just another C4 eccentricity, consider what happens at present to most television discussions. There was a good example in "The Education Programme" (BBC2) on April 10, when Tim Brighouse, Chief Education Officer for Oxfordshire, opened a brief debate on Kenneth Baker's proposals for a national curriculum. He had been speaking for just over a minute when he was interrupted by presenter Sarah Kennedy with the remark: "You're making hundreds of points. I get the feeling very strongly - I'm sure you do at home - he doesn't like it... You can tell us why you don't like it later on." Of course, there was no hope of that.

The constraints of time in such programmes do not only prevent speakers like Tim Brighouse from developing an argument or even presenting the agenda for discussion. As Sarah Kennedy's intervention showed, the objective in these studio "discussions" is to initiate a confrontation: what counted was not the content of Brighouse's remarks, but the fact that he doesn't like it, so increasing the chances of a verbal punch-up with Angela Rumbold, Minister for Schools, who was listening on the opposite side of the studio.

When the confrontation fails to materialize, you feel something has gone wrong. On This Week, Next Week (BBC1, April 12), an introductory film on the "brain drain" set out the pieces for a match between George

Walden, Minister for Higher Education, and three leading academics. Naturally, the academics were concerned about research cuts and loss of talent; but they did not respond with the expected savagery of the Minister. Donald MacCormick did his best to heat up the proceedings, and the result, given one's expectations, was an impression that George Walden had been left off lightly. He obviously felt so himself. "It seems that even here we've talked our morale up a bit."

I've been encouraged by this discussion. "This is not to say, of course, that the sole purpose of television discussions should be to encourage ministers; but there is a place, perhaps especially in debates on education, for developed argument between speakers who share the same fundamental interests and objectives, in a field which involves more than politics in the narrow sense. As well as government cuts and the imposition of a national curriculum (though Angela Rumbold prefers to say "legislation" rather than "impose"), there are contentious, but less immediately "political" questions, like

conductive education for children suffering from cerebral palsy (Newsnight, BBC2, April 6) and the education of the deaf, the subject of a compelling

drama-documentary on Channel 4 (Pictures in the Mind, April 6). David Darlow's title, The Sword of Islam (ITV, April 8), seemed to promise that he would make a drama out of his documentary. In the event, it did, indeed, prove to be a fascinating and dramatic portrait of Muslim extremism in Egypt and Lebanon, with film that must have involved considerable risk to those who made it, and a serious attempt to explain the economic and social causes of Islamic fundamentalism. In particular, it gave a remarkably clear account of the growth of Shia militancy in Lebanon. Even so, I suppose that the only lasting impression left with many viewers will be that all Muslims believe "Islam is a plant that thrives on blood".

It is a simplification to say that, because of its history and its system of sharia law, Islam is a peculiarly "political" religion. In fact, you do not need to go very far to realize that any faith, given the right circumstances, will produce absolutists of the kind we heard in the film. It hardly needed Bishop Daly to point out the dangers of nationalism "mixed with religious belief" in The Heart of the Matter (BBC1, April 12), in an analysis of the Catholic Church's role in Northern Ireland, while the approach of Easter provided Clive James (ITV, April 12) and Did You See? (BBC2, April 12) with a chance to remind us, incidentally, that there is nothing apologetic about Christian fundamentalism, as revealed on American television, where it preaches capitalism to credit card holders.

Robin Buss

*Full review on page 38.

Domestic dramas

Yerma. By Federico Garcia Lorca (translated by Peter Luke). National (Cottesloe) Theatre. Macbeth. By William Shakespeare. RSC Barbican Theatre. The Fair Maid of the West. By Thomas Heywood. RSC Mermaid Theatre.

Entering the Cottesloe we walk into the middle of a domestic drama. The galleries are washing lines above the barren ground of the arena-stage. Like Lorca himself, director Di Trevis wastes no time, plunging us into the heart of Yerma's tragedy with a tableau of young parents fondling their child - an image of marital fruitfulness in sharp contrast to Yerma's frustrated barrenness. Relentlessly Lorca hammers away at his theme, forging images of fecundity and sterility, piling them on until the strain becomes almost unbearable. One false move and all would collapse: we might start laughing at its intensity.

Yerma is a powerful paradigm of Civil War Spain. It is also a profound exploration of womanly feelings and creative frustration experienced universally. Theatrically, the universal is rooted in the particular. Here the production has weaknesses. Its feeling of place is elusive: most of the time we remain onlookers in a theatre. Actors meat beat but the lighting suggests coldness. In a word, it lacks sensuality. As Victor says to Yerma, "It's all in your head". Juliet Stevenson never once lets up as the eponymous heroine trapped by marriage and honour. It is a deeply considered performance that has yet to find a heart.

The sense of evil at the heart of Macbeth remains untouched in Adrian Noble's brilliant box-of-tricks production. Novelties, excitement and thrills tumble over one another in a plethora of invention. A door suddenly opens above a darkened room and Lady Macbeth runs downstairs as if pursued by the Furies - a rush of light and fear fixes the sleepwalking scene vividly on the memory, a Gordian Craig image. Lance-like green banners pierce the walls of Dunsinane, like swords through a magician's cabaret, trapping Macbeth at the last.

But the Witches' Mass played against the text on the banquet table invites incredulity. Lady M's tortured insomnia is weakened, transposed into Ophelia-madness. Macbeth's over-readiness to accept every wicked suggestion, eagerly pursuing his crimes, suggests no internal struggle between right and wrong and diminishes his tragic stature. Jonathan Pryce plays him jockey and bluff, justifying his misdeeds directly to the audience with a sense of relish belying his fearful voice. Stead Cusack begins so well as Lady Macbeth - strong, sensual, determined - that it is hard to accept her descent into insanity. There are too many muzzers in the rest of the cast ineptly miming conversations like bad amateurs.

Amateurs force their way on to the stage and into the The Fair Maid of the West, a co-production by Trevor Nunn of Heywood's rarely seen two-part original. Nunn's inventive production teams with vitality, shifting from Devon to Spain to Morocco and elsewhere with a disarming innocence characteristic of the play itself. A swashbuckling history of adventure on the high seas and daring do ashore, of high-compass, true love, Moorish nobility and English patriotism, it is marvelous fun. Every actor acts well and each gets a chance to shine, but Imelda Staunton as Bess Bridges, the title's Fair Maid, would exhaust superlatives. A tiny bundle of energy at the play's centre, she excites laughter, commands silence, provokes sadness with a look, an inflexion or a song. At the close she sings: "She's a girl worth gold". True.

John James

In Opera, Ideology and Film (Manchester University Press, £25.00). Jeremy Tambling looks at the nature and the appeal of opera today, and compares various attempts to transfer a conservative and stylized form to the cinema. His book will annoy some opera lovers, as he probably intends, but it makes unexpected and stimulating connections between film, opera, music and the social status of artists.

Lit Comp

TES compers are invited to redouble their efforts for the Literary Competition, which will now appear fortnightly.

Competition No 87. Set by S. H. Without their definite article, papers have surprisingly evocative names: Times, Guardian, Sun, example. We invite you to write lines containing as many newspaper titles as possible in the style of a poet from the Romantic period. The closing date for entries is May 29, and the results will be published on May 15. The results of Competition 86 will appear on May 1.

Polo stint

Marco Polo Bramley CE Middle School, Leamington.

It had all been done before at Bramley CE Middle School in Leamington. It was the first time in Leamington that a school had produced a play. The play was called "The Fair Maid of the West". It was a play about a girl who was kidnapped by pirates and then rescued by a knight. The play was a success and the school was proud of it.

The result is an hour-long, busily cheerful piece which was sent last week by large number of very well-organized pupils to a school gymnasium. The play was a success and the school was proud of it. The play was a success and the school was proud of it.

Dick Williams

Soft centre

Close to the Bone. Remould Theatre Co.

Interviews with 100 famous nurses have been dissected and re-stitched to become a fast-moving play of the theatre. Close to the Bone is a play about the lives of nurses. It is a play about the lives of nurses. It is a play about the lives of nurses.

If, as the bonny white quartet sing to us, nurses are like pop stars, we see more of the pop stars than the hardened shell. This is a welcome price of a formal value and a point of view rather than a commonplace judgement.

Judy Meeween

Cute in Pyjamas

TSB Rock School Competition. Camden Palace

"I like confidence, character and originality. That's what you have to have to get on in the music business," said Pepsi, the fizzy kind of pop duo Pepsi and Shirie sat on the same judging bench as DJ Peter Powell, veteran rocker Rick Parfitt and Nik Kershaw to decide which of the eight bands - selected from eight regional finals which featured the best of 300 entries - would win the gold disc and the two heaps of musical equipment, one for the band and one for the school. The admirable things about the Rock School sponsorship is that it offers all the trappings of rock stardom for a day (TV coverage, willing stage crew, screaming supporters) without dangling the prize of a record contract in front of star-struck hopefuls.

Confidence, character and originality were what we got by the barrel load. Past years have shown what the talent competitions refer to as lack of stage presence. This year we had dance routines, choreographed and un-

choreographed cavortings, and even a touch of rock opera from The Ties (placed second) from Bankhead Academy in Aberdeen. Their song "Lady Luck" involved a snow flurry of playing cards and giant note books, and they'd obviously worked hard to make the lyric about the seedy side of gambling audible.

Karate Pyjamas from Bramhall High School, Stockport, deserved their first prize. Less wimpy than the Housewives and more commercial than the Flying Pickets, they started their set with a beautifully sung version of the acappella style hit, "Caravan of Love". The lyric "Stand Up" changed to "Save Up" to form a TSB advertising jingle rather than a pop song. Clumsy of pleasure were brought to the eyes of the sober-suited TSB executives, there to get Nik Kershaw's autograph for their daughters.

The apparent currying of favour with the judges was partly justified by a somewhat satirical movement routine. Karate Pyjamas (average age 16) demonstrated a calculated "Band next door" charm, all baseball jackets and Out top hair cuts.

"Cute" said Pepsi. "Cheeky arrogance, that's what you need." More importantly, though, Karate Pyjamas were excellent musicians, supplying instruments mid-set and displaying a range of writing and playing styles from jazz ballad to pop funk. Their close harmony was impeccable.

Judges' platitudes about the standard being better than ever rang true this year. Musicianship throughout, particularly on drums and horns, has never been better. Neither has presentation, though some bands strained rather, to look different. One that didn't, and won no prize but should have, was Along the Lines (Whitchurch High School, Cardiff). They played soul, and they played it soulfully. But they weren't cute.

Nick Baker



The winners at Hoopoe Theatre.

ARTS

A mixed menu

Germinal. Greenwich Young People's Theatre. Cuckoo! Youth Theatre/Double Exposure.

The poor in Greenwich's *Germinal* are grey faced and slumped shouldered. The rich are mused and expansive in their gestures. The double-level set is minimal. There are few props. Major effects are created by lighting, sound and movement. It's an object lesson in establishing clear conventions and sticking hard to them, and it works well.

Despite some lack of energy at the start of the play, and patently speech quality throughout, the monochromatic bleakness created by Chris Vine's ambitious production is effective. The repetitive bone-jarring descent to the coal face is excellent. The combination of incomprehension and shame on the soldiers' faces as they mow down lines of striking miners is moving. The adaptation of Zola's radical novel, devised by Leicestershire's Youth Theatre works well enough, although some of the passages of narration don't entirely fit with the style of playing. Narration is difficult enough at the best of times. The company decided to allow most of the 22-strong cast a turn at it, with results varying from very good to mediocre.

But that's the way they do things in Powerplay, Greenwich's "senior" (17-25 years) acting group. They determine what material to perform and share responsibility for all areas of the production, and once the programme, proudly, it's an appropriate line of approach to take with *Germinal* and the excellence of some of the ensemble playing demonstrates that for the most part it works very well.

At The Café of Dreams you can have anything you want - rather like Alice's Restaurant in the Sixties. Unfortunately, I didn't fully understand the menu. It's a devised piece, integrating able-bodied actors and those with disabilities. At the centre is a journalist, the filter for the varying experiences of cast members on whose own dreams and storytelling the play is based. By necessity, it's fragmented but I get the impression that the directors weren't ruthless enough with their material.

The result is some dishes fit for a king (a remarkable tramp finds an abandoned baby and anguishes poetically about his life and future) and others which should go straight in the liquidizer for soup. Some were touchingly simple (boy meets girl over lost cat, little girl meets story book caterpillar in fantasy garden) others uninterestingly self-indulgent (man agonizes over being bisexual). Finally, though, as if sensing the lack of form to the whole thing, the actors round on the journalist and blame him for their woes. Media bias becomes the clearest idea in the whole play.

One admirable aspect of the whole, though, is the signed "subtitles", taken on by the whole cast either in unison or one at a time. Not only is this valuable to the deaf viewer, it often creates a fascinating mimed subtext.

N B

Athens via Berlin

Cabaret. Pendleton Sixth Form College. The Birds. Manchester Grammar School.

Where putting on a play is concerned, the significant divisions today are between those schools who have a strong tradition of taught drama and those who don't, for once the issue of other resources is almost irrelevant. Each of these productions uses a cast of 26

pupils, of whom few had any experience of drama when rehearsals started. Both plays have a cargo of comedy, sex and politics.

When, towards the end of *Cabaret*, a middle-aged man abandons his fiancée, he gives her Seattle oranges. They look sweet, but they're the bitter variety and not for eating fresh. That's the flavour: the nightclub life of 1930s Berlin distracts its captives from the growing political nightmare. Despite an excellent pedigree the script is patchy; even in professional hands it's difficult to make Sally Bowles as fascinating as everyone keeps saying she is.

Pendleton College is lucky to have the voice of Kathryn Hodgkins at its disposal: when she burst into song, the production came alive. Unfortunately,

neither she nor the rest of the cast quite managed to absorb the bitter-sweet texture of the dialogue or to convey the threatening undercurrents. Yet the cast was clearly able; when there was a chance to turn a moment to humour, they did so. I wanted to be able to clear but it's not enough that everyone enjoyed the show and that the college benefited in all the usual ways. Material might have been chosen which could feed the youth and enthusiasm of its cast rather than drowning their natural talent.

Where naturalistic dialogue is a tough taskmaster for untrained actors, the declamatory style of the Ancient Greeks has perhaps an easier technique on offer. By 414 BC the theatre-goers of Athens (practically everyone) were tired of the Peloponnesian War

and eager for some lighthearted entertainment. Paul Ponder had long wanted to direct a play by Aristophanes, and *The Birds* is the most lighthearted of all the 11 plays which have survived. The translation by David Barrett (for Mr Ponder left his own on the bus) does all it can to make the text accessible, enabling the birdcatchers, particularly Bryn Howden as Pelisthetus, to play with the confidence of a modern stand-up comic. The chorus of birds was picturesque and competent. A sense of pace was lacking; too often there were boys on stage not knowing what they should be doing or whether looking. But there was nothing that couldn't be remedied by a stronger dose of curricular drama.

Judy Meeween

THE TIMES SUPPLEMENTS

Design Award

PUBLISHERS' ADVERTISEMENT

In 1986 eleven hundred separate advertisements were placed by British publishing houses in The Times Literary Supplement, The Times Educational Supplement and The Times Higher Education Supplement. In these individual spaces, anything from single titles to whole series were promoted, from the publishers' academic, educational and general trade lists.

The Design Award for The Times Supplements Publishers' Advertisement has been instituted to recognise the many talented designers and copywriters active in the British publishing industry and to encourage their continuing high standard. The Award will be applicable for any advertisement from British book publishers appearing in any Times Supplement between May 1 to December 31, 1987. Entries will be limited to one per publishing house/division of a publishing house.

THERE IS A PRIZE OF £1,000 FOR THE WINNING PERSON/TEAM, AND A TROPHY TO THE PUBLISHING HOUSE CONCERNED.

A distinguished panel of judges (to be announced later) will reflect the interests of commercial design, publishing and the readership of The Times Supplements.

Application forms are available from: Nigel Denton, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX, to whom you should write mentioning the name of your publishing house.

The fastest draw

Adrian Oldknow shows maths teachers what hand-held calculators can do

Since electronic calculators first came on the scene, they have become progressively smaller, more sophisticated and cheaper. Today, facilities which used to be associated only with computers are available on hand-held devices. Consider some of the features of three such machines, each costing less than £50, that I carry in my briefcase.

The earliest is the Casio fx-700P programmable calculator. This is a far cry from the programmable calculators that caused such frustration just a few years ago. The liquid crystal display shows 12 characters and there are effectively two keyboards. The lower three rows of keys below the display contain the alphabet (written in QWERTY order), and can be used in conjunction with the special keys to give symbols and keywords such as FOR, IF, LIST, SIN. There are also keys to control cursor movements left and right which are used for editing the display. In addition there is an "extended mode" in which lower case letters and symbols can be obtained.

The machine can be used directly as an ordinary calculator but many expressions, such as SIN and SQRT, are entered in "prefix" form. In this form you create a full expression on the display which is only evaluated when the "EXE" button is pressed. The result of the previous evaluation can be "copied" into the next calculation using a convenient "Ans" key.

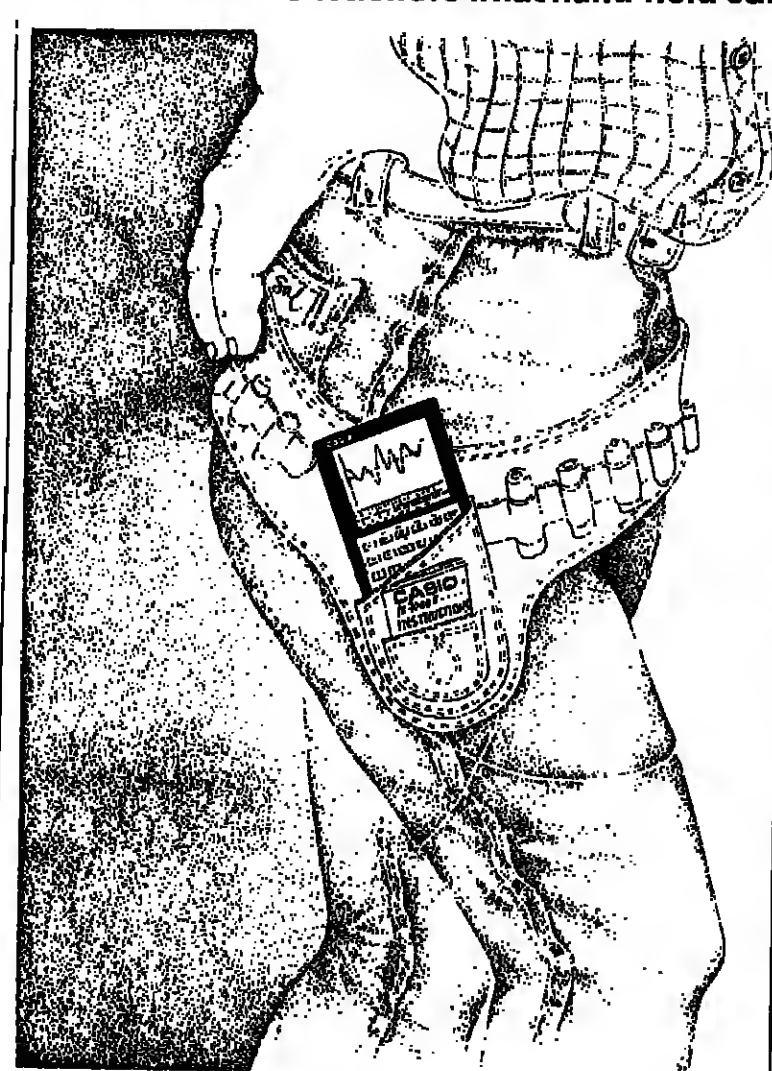
On the fx-700P only alphabetic keys can be used as the label for a store (or "variable") and values "memorized" with the "M" key. Thus a calculation of simple interest could be split up as:

P = 1000 (store 1000 in P)
R = 12 (store 12 in R)
T = 10 (store 10 in T)
I = P * R * T / 100 (evaluate formula and store the result in I)
(print the value stored in I)

This produces a display of 1200. The programming language is a fairly standard implementation of a minimal set of Basic, with line numbers, FOR-NEXT loops, IF-THEN statements, GOTOs and GOSUBs. Up to 10 separate programs can be stored using a maximum of about 1,500 steps, and these stay memorized even when the calculator is switched off. To enter a program to calculate n!, say, you first enter the "WRT" mode and choose one of the 10 programs areas. The program is entered line-by-line, and the largest value this program can handle is 691 which it calculates as 1.71224524E98 in under two seconds.

The fx-700P has now been replaced by the fx-720P.

The second (and most impressive) machine in my bag is the Casio fx-7000G scientific calculator. The first thing that strikes you is that the manual is at least twice the size of the calculator. The top third of the calculator consists of a large liquid crystal display that can either show a "text" screen of eight lines each of 16 characters, or a 95 by 63 dot "graph" screen. The "calculator" as it is euphemistically called, can perform so many different types of function that the layout of the labels for the keys is rather confusing. As well as the usual range of keys that



you would expect to find on a scientific calculator, 26 keys serve a dual role as alphabetic keys (this time laid out in alphabetic, rather than QWERTY, order).

The most obvious and impressive attraction of this machine is its graph drawing capability. For example the graph of the quadratic function $y = x^2 - 3x + 4$ can be drawn just by pressing the following buttons: Graph, x^2 , EXE.

Pressing the "Range" button shows that the machine has been pre-programmed to use a range for x from -7 to 7, and for y from -2 to 29. All the standard function keys produce pre-programmed graphs in this way.

To solve an equation like $x^2 = 2x + 5$ the graph of $y = 2x + 5$ can be superimposed on the same axes and the points of intersection found. Pressing the "Trace" key shows the bottom line of the graph and shows the display " $x = -3.54468085$ ". Pressing the right arrow key causes this display to change as a flashing point traces the last graph.

Eventually this point comes to the intersection of the two graphs when $x = 3.425531915$, and pressing the " x " key shows $y = 11.85106383$. To check how close this is to a solution the x -value can be recalled by just typing ALPHA " x " and squared with the x^2 button to yield 11.7342689.

The machine accepts conventional algebraic notation for multiplication. The scales can be enlarged using the "Factor" button. For example enlarging by a scale of five and repeating the process of graphing and tracing gives an improved solution of $x = 3.455319154$ with $y = 11.9392305$. Just about the only bit of the conventional O level algebra syllabus that it can't do is to rearrange a formula. Since this is not a "programmable calculator" it can, presumably, be legally taken into many O and A level examinations this summer.

Clearly, then, the size and cost of a hand-held device are no longer indicative of its range of facilities and computational power. As we have recently heard all the operational details of an international drugs ring can be stored on a pocket personal data bank, and so, too, can a couple of chapters of a textbook! Already there are software packages for microcomputers to do all the graphing, number crunching, and symbolic manipulations normally associated with an A level in maths — so, presumably, if there is a market, there will be cheap hand-held devices to do the same.

We really are very close to having what David Tinsley described in 1979 as the electronic A4 slide. Perhaps one benefit of a national curriculum might be some collective clout in persuading manufacturers to design a hand-held micro for the classroom. We clearly have the technology, we have yet to adapt the curriculum to keep pace with a technological society.

The statistical functions can be used for conventional calculations of means, standard deviations and the like, but can also be used with the graphical output to display histograms, normal distributions and regression lines.

The fx-7000G now has a slightly cheaper smaller brother, the fx-6000G with a half-size display, as well as a

bigger sister, the fx-8000G which can produce "screen-dumps" on Epson-compatible printers.

The third and newest of this batch of hand-held devices is the Casio fx-5500 scientific calculator. At first sight this looks like a more conventional calculator. It has a large clear display consisting of a single line of 24 characters. As with the other two machines, expressions are entered in prefix notation and there is an "Ans" button for the retrieval of previous calculations.

There are also just 12 stores for variables labelled from A to L, and arranged alphabetically. To store and recall data from these memories there are "STO" and "RCL" buttons. Additionally there are three symbolic keys called x , y and z for use in algebraic expressions, and three "formula memories" called I, II and III. The remarkable additional features offered by this machine are in the field of algebraic manipulation. Expressions such as $3x^2 + 4x - 5$ can be entered from the keyboard and simplified using the "SMPL" key, to give $6x^2$.

Similarly expressions such as $(3x^2 + 2y)^2$ can be entered and expanded, using the "EXPD" key. Conversely, an expression such as $10A^2 + 7A - 29A^2 - 6$ can be factorized, using the "FCTR" key, to give: $(5A + 1)(2A - 3)(A + 2)$. This process, though, does take a few seconds, and the algorithm it employs can only be used with the variable stores A-L, not with x , y , z .

A formula such as $A1/(A-B)/B1$ can be stored in a formula memory and the values stored in A and B can be substituted into the formula.

Finally, its great party trick is to solve quadratic and simultaneous equations (in two or three variables).

Just about the only bit of the conventional O level algebra syllabus that it can't do is to rearrange a formula. Since this is not a "programmable calculator" it can, presumably, be legally taken into many O and A level examinations this summer.

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Adrian Oldknow chairs the MESU National Mathematics Review Panel and works at the West Sussex Institute of Higher Education in Bognor Regis.

Let it rain

A Rain Forest Child
By S. Lyle and M. Roberts
£8.75 inc. postage

Teacher's guide, eight double A4 photocopy master sheets, 31 cards to provide material for 31 units of 10 AS activity cards, 10 charts, and a UNICEF World Green Light Publications, 10 Coombe Gardens, Llanganoch, Dyfed, SA33 5AY.

This activity-based teaching pack for children aged 8-13 provides a range of materials for work on many aspects of rain forests. Its aim is to help pupils' awareness of the impact of rain forests and the risks to their destruction. The pack is cross-curricular and includes a strong anti-racist, multicultural basis. The materials form a structured package covering 31 individual activities that engage pupils' tasks involving active learning.

Numerous references are made to other materials which support or extend the activities, so schools can contemplate using this package in extensive way may find them more than the price of the pack alone. The materials focus strongly on the child in the rain forests of Borneo, hence its title — and the work includes the use of a video, *Pauline of Borneo* made by Yorkshire Television as part of a set of six programmes in the *Two Way Ticket*. The video can be used on free loan from a few schools, which may find that they need it (at a cost of £20).

The activities suggested include "priming" tasks such as involving the use of a rain gauge, temperature measurements at the school, work on the evaporation water from plant leaves, and seasonal changes in Britain brought with the single season in rain forest. Then follow various map study



Nigerian rain forest cises, graph work, plus cross-curricular and drawing in which pupils use their perceptions of rain forests. This can later be compared with details provided in the pack. A more comprehensive exercise involves initial work before the launch into activities arising from the video mentioned above.

Work moves on to studies of the people who live in rain forests, the items which rain forests provide. In the final activities, pupils evaluate the consequences of rain forest destruction. They are asked to develop discussion, library research, classification, sequencing and other skills among many others.

Altogether the package provides excellent materials which will greatly help schools in particular with giving them up to half a term to work on a few topics in the rain forest. There are a few niggle in the teacher's guide does not always enough information to enable pressed teachers to track down some of the extension materials. All though, it can be highly recommended.

John Tinsley

Education, which operates on a not-for-profit basis and attracts sponsorship from bodies such as the Manpower Services Commission. RESOURCE was showing its comprehensive packs on IT and the Curriculum (240), *Business Data Processing* and *Industrial Data Processing* (£65 each including video, £50 without). It publishes a wide range of low-cost software including its cut-down *Domesday Database* (no floppy disc) (£11). There was also a robot arm for the BBC micro (£89 including software).

On the Jordanhill stand, two software packs were being launched: the *TVET Word-Plus Software and Pack* (£18), which manipulates text in subjects right across the curriculum to secondary schools and further education colleges, and the *Adventure Board*, an eight-switch input device with overlays offering a plug-in alternative to the QWERTY keyboard for the BBC micro (£20 to kit form).

Jacquetta Megarry

Geography



Outdoor education is the theme of this year's Geographical Association Annual Conference

A breath of fresh air

DENYS BRUNSDEN

John Ruskin once longed for a time when "the country will become an outer, an uncovered classroom, a Divine Museum utilized by our teachers." Today, with the new GCSE criteria, "we are nearer than ever before to the realization of this ideal. The criteria state that "to understand geography adequately and to engage in geographical activities requires the development of a wide range of skills. Many of these skills are best developed through practical work and fieldwork which should always be an integral part of the course."

Outdoor education has always been at the heart of geographical teaching and fieldwork which should always be an integral part of the course. The criteria state that "to understand geography adequately and to engage in geographical activities requires the development of a wide range of skills. Many of these skills are best developed through practical work and fieldwork which should always be an integral part of the course."

The origins of outdoor education are complex but fascinating. In the strict educational philosophy sense it has its roots in Rousseau's concept that "to learn by experience from nature was the way to lead to freedom of thought and spirit." This ideal became a "nature school of education" or "Johann Heinrich Pestalozzi who argued that learning should be based on observation, description and classification of everyday objects."

This system, based as it was on commonsense, judgement and first impressions was quickly taken up by great educators, Basedow, Salzmann, Froebel, and great geographers, von Humboldt and Carl Ritter among them.

In Britain, the method formed the basis of Huxley's *Physiography* and Charles Kingsley's lectures on Town Geography. Physiography as taught by Huxley began with the local region and moved toward the larger unit, country, continent and planet. It was the beginning of scientific geography.

The field trip method found a ready acceptance through the Victorian "Tinge" which provided "live instruction, healthy, purposeful exercise, untrammelled good companionship". The field trip method found a ready acceptance through the Victorian "Tinge" which provided "live instruction, healthy, purposeful exercise, untrammelled good companionship".

In the hands of Frederick Le Play

and Patrick Geddes, the originators of modern sociology, the concept turned once more to the idea that education and nature were associated with the idea of freedom. These great men initiated the method of local survey as a basis for the description of the condition of the working classes and the need for social reform. Today the technique reaches all of us through the census, the opinion poll or the great resource surveys of organizations, such as the CSIRO in Australia, conservation surveys or any basic data collection procedure for hazard mitigation or resource management. All are based on the use of field observation for the improvement of society through an enlightened knowledge of Earth.

Concomitant, among the organizations responsible for developing the method has been the Geographical Association. The Geddes programme of "summer field classes" coincided with the development of geographical teaching in schools and the establishment of the first chairs of geography in British universities. Many of the first professors were influenced by the method, Mackinder, Fawcett, Fleure, Chisholm, Stamp, Dickinson, Hilda Omsby among them. They taught a new generation who have continued the tradition to the present day. Added by geographers turned geographers such as S.W. Woodbridge fieldwork teachers were soon dominating the deliberations of the Geographical Association and encouraging the practice in schools. Even though at some schools it "raised a storm of protest, for fear it would harm the school games!"

The final influence was the work of the Royal Geographical Society which encouraged, through exploration, the idea that a community needs to encourage an independent, pioneering spirit among its young people, to help youth to "find themselves". To develop the personal qualities of trust, perseverance, courage, endurance, judgement and emotional stability and to achieve "all that they are capable of becoming". The story of the astonishingly rapid growth of adventure education is surely one of the social achievements of this century. Kurt Hahn at Gordonstoun, the Scouting and Guiding movement, Outward Bound courses, Baithe Hall, Duke of Edinburgh Awards, VSO, Endeavour Training, the Expedition Advisory Centre of the Royal Geographical Society and the Young Explorers Trust. Never before have so many people taken part in so much outdoor activity. There cannot be a fit reader of this column who does not have a good parka and a stout pair of walking shoes or boots!

It therefore comes as considerable shock to realize that educational field-

work is under severe pressure. In a positive sense this is because of the desirable inclusion of the method as an integral part of the curriculum. Few would argue with that. But this is against a background of almost non-existent funding for resources and ill-equipped teacher centres. On January 21 1986, the local Ombudsman found in favour of a Wiltshire parent who had claimed that the county council (Wiltshire) had a statutory duty under the 1944 Education Act to meet the cost of a residential A level geography course attended by her son. The Buckinghamshire CC enquiry into

the 1985 Land's End tragedy has raised questions of leadership, codes of practice, staff-pupil ratios, in-service training, travel expenses and accommodation. Both events place a considerable extra financial burden on already hard pressed authorities.

Understandably the teachers of geography and all field sciences are expressing concern, especially in regard to the need for resources. The subject badly needs to obtain the resource provision needed to preserve the quality of teaching in what we all now accept as a distinctive contribution to the needs of society. It is for that reason that the Geographical Association annual conference has chosen outdoor education as its theme for 1986-87.

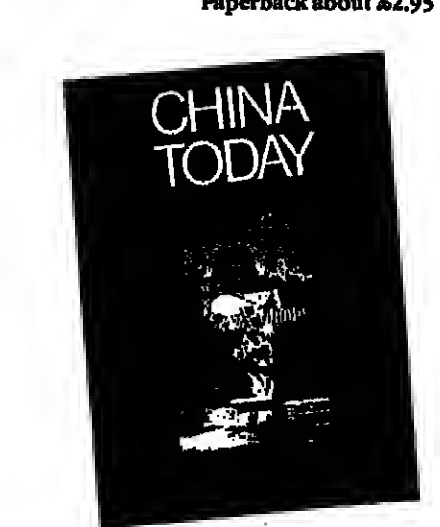
Sir Keith Joseph asked the Geographical Association in 1985 to justify why geography should be part of the national core curriculum. Geography, through exploration, environment and field education alone can contribute to the well being of society. The method teaches the knowledge and techniques required for the wise use of resources, the management of the environment, the education of our youth toward a tolerant view of the needs of others and a knowledge of how other people in the world live. Does the Secretary of State really need more than that? Can he now match the case with funds?

Professor D. Brunson, King's College London, is President of the Geographical Association.

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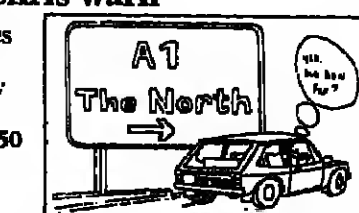


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notes

COPYCAT LEARN TO DRAW
Copy Cat Learn to Draw comprises 15 double sided, wipe clean reusable cards designed to lead a child through the process of drawing various objects. Included in the pack is a wipeaway pencil, a pad of paper and wax crayons. Michael Stanfield Limited, Muddock Road, Bicester, Oxon OX6 7RH.

CORSAIR LABKIT TROLLEY
The Corsair Labkit Trolley provides a mobile self-contained unit for practical science teachers. Constructed from 18/8 stainless steel tubular frame, it has stainless steel sinks and tanks as well as plastic coated bases.

water and gas taps. The electricity is supplied by a 12 volt DC sealed battery. There is an integral gas detector. Corsair Manufacturing Limited, Catering Equipment Division, Beaumont Close, Beaumont Industrial Estate, Banbury, Oxon OX16 7SH.

ESSEX FARMING
The Agricultural Development and Advisory Service at Chelmsford has produced a booklet which tells the story of the agricultural and horticultural industries of Essex. It describes the range of production which takes place on the 1,700 full-time and 1,900 part-time holdings in the county and gives a brief history of the farming families. The booklet is aimed at students. Available free of charge from Essex NFU, 160-162 New London Road, Chelmsford CM2 0AP.

With IT

CAL 87, the international computer assisted learning conference, was held in Stirling University last week and was backed up with an exhibition of the latest CAL materials.

The conference itself offered a preview of Professor Jim Atty's Department of Trade and Industry-sponsored video lecture, called "Export Systems - Techniques and Application". This is the first in the 10-lecture "Advanced Video Learning" series, packaged with printed material for updating managers and professionals, and produced by Strathclyde University's Technology Transfer company.

The exhibition stands included the displays of the new low-cost, high-quality educational publishers. These are collaborative ventures such as RESOURCE (supported by Barnsley, Doncaster, Huddersfield and Sheffield L.E.A.s) and Jordanhill College of

Video/Media

Video and media resources are available from the following suppliers:

EXTRA

The Geographical Association Annual Conference

Royal Geographical Society, April 21

London School of Economics, April 22-23

The science of the unknown

The 1987 Geographical Association Annual Conference concentrates on the role of fieldwork in geography. Changes in the examination system have served to re-emphasize the central role of outdoor education in the subject and the many lectures, workshops and symposia at the 1987 conference will examine a wide range of related issues.

The first day of conference, Tuesday April 21 is held at the Royal Geographical Society and dominated by the finals of the Worldwide Quiz. In the evening Professor David Sugden delivers the keynote lecture taking the title "The Polar Environment—illusion and reality", an account of the many misconceptions about polar regions and the role of fieldwork in correcting these illusions.

The two main days of conference are held at the London School of Economics (Wednesday April 22 and Thursday April 23). On the Wednesday key lectures include complementary views on the role of outdoor education and the methodologies for learning in the environment from Peter Smith (HMT and Grimsby Hawkins (Dartmouth School). In the afternoon session David Brewster (Broads Authority) presents a view of the complexities of managing sensitive environments and suggests possible resolutions of conflict and Dr Ted Hollis (University College London) brings us up to date with developments in urban hydrology. In a particularly relevant lecture Dr John Yockey (University College, Cardiff) discusses the development of coursework in GCSE and in a related exhibition and symposia a wide range of coursework will be available for inspection and discussion.

Perhaps the highlight of the lectures on Wednesday is the Presidential Address. This year Professor Denis Brunsden (King's College London) takes as his title "The Science of the Unknown" and in his address he explores the background to, and developments of, exploitation in geography. In time with that theme workshop and symposia sessions explore the many recent developments in the subject. A particularly important session will be the presentation of satellite remote sensing material for classroom

use while other sessions explore the issues involved in organizing fieldwork, a report on the work of the Geography Schools and Industry Project and a view of the new perspectives in marine geography. In response to the debate on the core curriculum the Geographical Association's Vice-Presidents present a symposium devoted to the challenges presented by the development of a core curriculum over the next few years.

On the second full day of lectures the key address will be given by Jonathan Porritt, the Director of Friends of the Earth who takes as his title "Education for Life on Earth" during which he will pursue current issues in the environment and, most appropriately, how to handle them in the classroom. The Geographical Association is grateful to Macmillan Education Ltd who sponsor this important address. Other provocative lectures will be delivered by Dr Ted Yates (KCL) and Professor Enry Jones (LSE). Dr Yates will discuss the value of landscape study in rural areas contrasting the benefits of the "walk and talk" approach with the more fashionable mensuration exercises that often dominate modern fieldwork. In a similar vein Professor Jones will analyse the ways in which urban areas can be treated as teaching mediums. Extending this overview of field teaching Professor Newsom (Newcastle) will relate the linkages between field exercises and evaluation and the development of policy towards the physical environment.

As on the Wednesday a wide range of workshops and symposia are on offer. Following last year's highly successful presentation of GCSE syllabuses the developments since 1986 are evaluated in a session that is sure to attract many delegates. Similarly popular will be evaluations of the role of the microprocessor in GCSE and a review of the use of interactive video in geographical education. Other sessions are devoted to managing change in the geography department and examining pre-vocational curriculum developments. It is particularly encouraging that both the Soil Survey and the Nature Conservancy Council will present symposia this year. Dr Peter Bullock for the Soil Survey will

examine the teaching of soils and land evaluation while in a two-part session Adam Cade and Gill Aslett examine the work of the NCC in geography syllabuses and the use of computer databases in farm fieldwork. This year the publishers' symposium will critically evaluate some of the many new texts in the subject providing expert insight for those of us who are increasingly lost in a torrent of material.

It would be odd indeed if a conference so single-mindedly devoted to the issues of exploration, environment and education ignored the practical benefits of field excursions so in that spirit three excursions have been arranged. Alice Coleman (KCL) takes a party to a number of London housing estates developing her work on inappropriate design and resultant problems. The public impact of her initial studies was considerable and this trip provides a unique opportunity for delegates to see and hear the basis for her published research. Biogeography has sometimes suffered from unwarranted neglect in school geography and in an effort to rectify this shortcoming Dr Ted Yates (KCL) will lead an excursion to Kew gardens using this extraordinary range of flora to illustrate the value and relevance of biogeographical knowledge to the rest of the discipline. In the same vein Dr David Green (KCL) will examine the historical geography of the city boundaries and once again the central importance of historical geography in the understanding of the built environment will be investigated through the medium of a short field excursion.

The publishers' exhibition provides a unique opportunity for teachers to keep in touch with both the ever growing number of texts and the widening range of other resources. A number of formal opportunities to meet over a drink and a sandwich are integrated into the conference programme but much of the social activity is informal and spontaneous. The Geographical Association annual conference is a many faceted affair and without lapsing into hyperbole it could be fairly claimed that it has something for every teacher - it is also free!

Nigel Yates
Honorary Conference Officer,
University College School.



Getting the level right

Europa Today: Countries and Issues. By D J Davis and D C Flint.
Bell & Hyman £5.95. 0 7135 25185.
World Contrasts. By Brian Nixon.
Bell & Hyman £5.95. 0 7135 2653 X.

Some teachers, education authorities and even some Secretaries of State for Education may have seen, in the advent of the GCSE examinations, an opportunity for resource rationalization. One course equals one book. But educational publishers - and most teachers, of course - have never believed that, and the current output of books tends to reflect their not entirely disinterested concern about getting the level right.

Thus *Europa Today* is accurately described as being "aimed at GCSE students" but "could well be appreciated by students at a more advanced level". In other words, it caters for your old average-to-good O-level set and is also a good basic book for your A-level students.

The approach the authors adopt is excellent, and that goes for whatever level at which the book is used. The countries of Europe, excluding Britain, are first grouped into traditional units - Low Countries, Norden, Alpine nations etc. Then the countries are tackled individually, largely with the emphasis on a dominant theme; again these are unsurprising, Dutch agriculture, German industry and so forth. But for every nation a broader picture is painted so the reader gets the very clear impression that there is a lot more to Norway than just fjords, a lot more to Switzerland than precision goods and tourism.

This form of regional approach teaches that highly important sense of place. But to accommodate those who wish to study or revise thematically a matrix diagram is provided in which 20 major topics are listed and cross-referenced to page numbers.

The text is packed with information and, probably as a consequence, does not make very easy reading. The diagrams are similarly loaded with material and, in many cases, pupils will need careful guidance before they can derive maximum benefit from them. I like the photographs; they are repro-

duced on a large scale and are, in general, very good, giving a feeling of the places actually look like. One or two works may be much the same as another but for example, *Venezia* Liege and Grenoble are all very different and this book is keen to demonstrate that.

For its modernity and detail *Europa Today* should become a basic regional text for schools; ultimately the teacher will have the task of deciding at what level the book is best used.

World Contrasts, also for GCSE, selects six major subjects to illustrate its general theme of the contrast between the developed and less developed nations of the world. The subjects - population, settlement, agriculture, energy, industry, world links - are presented generally and through the use of statistics. The book succeeds in doing and, well, support the book school to "promote discussion and to encourage awareness... through the use of geographical skills". With a careful selection from the case studies a teacher could be well prepared for his/her GCSE assessments.

On the matter of level, *World Contrasts* is also best for the more able 14-16 pupil but is not so advanced as the sound book and evidence of a lot of hard work by its author. My only concern is that, by the end of a course using this book, the student will understand mineral exploitation, the economics of agriculture, the need for the growth of cities and so on, but may have lost sight of one important factor. This is that the reason for the need for basic anatomy about world contrasts is that people - individuals - suffer. Despite the very broad issues a question it's got to be made clear to people matter; I think the case study ought to have been the vehicle for getting this crucial point across.

Graham Hart

Easy on the eye

Macmillan World Library series:
How People Live: Life in The Tropics.
By Jacqueline Dineen; The Crowded Cities. By Tessa Potter; On The Move.
By Tessa Potter; Living by the Water.
By Jacqueline Dineen.
The Face Of The Earth: Cities of the World. By Michael Pollard; Mountains. By Jenny Vaughan; The Waste Lands. By Tessa Potter.
Macmillan £5.95 each.

Whenever I see books like these I instinctively look for an easy chair and make myself a cup of coffee. The books are easy on the eye and have a soporific quality which I find useful in the stressful educational environment in which many children (and teachers) work. There are few better ways to spend the odd 10 minutes than browsing, or even seriously reading, one of the books in this series.

The series is designed for children aged 8 to 16, and the required reading

ability would seem to fit quite well with this slot. In common with most titles for this age range the quality of the production, the use of coloured photographs and other illustrations, the quality and print clarity, are all top class. This standard must now be taken as the norm for books of this price.

The authors have succeeded in increasing the books' potential, not by providing the usual list of activities for readers to undertake, but by including a comprehensive index using the terms which children are likely to look up. The heart of some technical terms, and in all this is an attractive and useful series which apart from its price (which in my simple minded way I regard as extortionate) would be of value in any primary school library. Hey, Macmillan about a paperback version!

Paul Hartley

There must be perspectives other than geographical

Your place or mine?

GEOFF DINKELE

A new phrase is being circulated and bandied about in school geography. The phrase has been the title of a popular series of textbooks published a few years ago and then it reappeared in the GCSE National Curriculum, to be duplicated inevitably in several of the subsequent syllabuses. The phrase follows easily off the geographer's tongue and a warm feeling reassures the hard-pressed geography teacher. I refer to the phrase - "a sense of place".

But what exactly is a sense of place? Can one even be exact about it? This is an important question because the aim is regarded by some as central to geographical education and has been cited by SEC as a desideratum. Before considering whether a sense of place is susceptible to assessment, let us explore the meaning of the phrase.

Imagine a study unit which focuses on Peru, and imagine your students visit the country at the end of their series of classroom experiences. If arriving by parachute, would they recognise La Costa, La Sierra or La Mantana? Could your youngsters find their way about and would they have some idea of what to look for? Would they expect the smell at Chimbo, the wealth of Miraflores suburb in Lima and the spectacular puya raimondii?

If your answers to the above questions are negative, then you have failed the test for geography teachers! Your places are not real places and your lessons have merely ticked the task of conveying a sense of place. Page 8 in the GCSE Guide to Geography (the Brown Book) refers to "real places" and it all points to more than accurate, up-to-date information. Who is to blame when the current examination candidate wastes eloquently for two sides or more on the Corby steelworks closed in 1979?

Publishers are not averse to stressing how their books encourage a sense of place. A recent brochure suggested detailed case studies will give pupils a clear and balanced picture of the areas studied. An in-depth approach must surely be preferable to a superficial case study, but will those involved achieve a sense of place? How far can one develop a sense of place without actually visiting and experiencing the place in first-hand? It must be possible to do so, otherwise the title of that popular series of textbooks is a misnomer.

Rich and vivid secondary sources will help to create images of a place and the detail must be capable of generating involvement as well as immediacy. Contemporary data is essential but we do not need to consider the area's recent occupation. There must be perspectives other than geographical and historical for making a holistic study of a place. We must concede that a highly developed sense of place cannot be gained through geography alone.

When the explorer Scott described the Antarctic as "Great God, this is an awful place", he certainly had a sense

of place gained in this instance from the gale situation with the environment. Peoples in the past, and the few remaining examples today described as being in true harmony with their environment, could be cited as having a sense of place, and one wonders if this awareness can be inversely related to degree of mobility and migration experience. No doubt, teacher and student alike will have to rely on the output of people who do and did have a sense of place. I'm sure you can think of some classic examples, but never stop looking for other sources.

A clue which cannot be ignored is found in Eric Brough's essay "Geography through art", reproduced in *Geographical Education*, edited by John Huekle and published by Oxford University Press. He insists that fieldwork should be an experience and that the visit should have meaning. The whole repertoire of fieldwork techniques had been practised during visits to a village over several years but as through points nut, the essence of the place remained elusive. Yet the children loved the village and Brough explains how this experience was tapped. They looked for the poetry in buildings and their relationship to colour, sky, field and trees, expressionless windows, mist and ploughed fields in autumn, shadows, and asked themselves does one area feel different from another... as Brough says the possibilities are endless.

Clearly, an important ingredient in developing a sense of place must be experiential learning experiences. Such soft skills are regarded by some educationalists as the most neglected competencies in our curriculum. The current thrusts of post-positivism in geography support the revelation of private geographies. Men and women do not necessarily react to external forces like iron filings in a magnet but are active, conscious people with a mind and will of their own. Phenomenologists regard the environment as something we create through our daily routines and activities and through our assumptions and typifications.

These mental tools shape our perception of place and our construction will be communicated ideologically. Are geography teachers helping youngsters to understand places; rooms, buildings, open spaces, zoos, total environments? Do students realize that places form the setting for every event of their lives and constitute systems which are alive and changing?

Not every objective of teaching geography must or necessarily be measured; perhaps we assess too much, and enjoy too little as we condition youngsters to anticipate the payoff. As tentative excursions are being made into assessing the affective domain, what opportunities exist for

the pioneers of a sense of place? Two examples offer immediate scope for the innovative geography teacher. The Bristol Project (14-18) is available at GCSE as Midland Examining Group Syllabus D and continues that splendid tradition of centred curriculum development, coupled with 50 per cent coursework. Consultative moderation is both supportive and there to encourage innovation. Coursework assessment units, individual studies and teacher-planned inquiries allow place studies to be developed.

An embryonic model for such innovation already exists in a pilot GCSE syllabus in which one fifth of the coursework is allocated to the description of and responses to places. This component is part of a progression and must be completed as the first coursework assessment of the course. The syllabus is entitled *Environment: experiencing, understanding and shaping place*, and is proposed by the Southern Examining Group.

The coursework component concerned specifically with place will assess three learning activities:

- a) the collection of data relating to one place.
- b) the reworking, interpretation and presentation of that data.
- c) the expression and analysis of feelings of the candidate as essential and vital parts of all geographical studies.

It would be imprudent to assume there will be no problems with this assessment and the best approach might be to adopt a post hoc marking scheme, putting one's faith in discrimination by outcome. Some skills

must be identifiable: comprehension of brief, grasp of various media, expressive skill, self-criticism, drawing on all the senses... Teachers must decide whether the process is more important than the product and whether it is possible to fall the assessment. Perhaps one's colleagues in Art and Design and English could shed some light on the matter?

Teachers and examiners from English, Geography, History, Sociology, Art and Design and Physical and Biological Sciences formed the GCSE Environment Working Party, which also received consultancy support from Music, Mathematics and Adventure Education. What will be the fate of this inter-disciplinary course? Should such initiatives be left to chance or individual preference? Will the message emerge in modular form?

Are there streaks of evangelical ecology which will upset some teachers?

Whatever the outcome, there is a strong case for greater development of a sense of place in students. The alternative is the discernible situation of placelessness, with disoriented youngsters lacking personal engagement with the world and lacking concern for the planet. Topophilia is prescribed for today's enclaves for youngsters to go beyond the information given? Places can please or disturb the emotions - can articles in the TES ever do that?

Geoff Dinkelle is county adviser to Hampshire LEA for Geography, History and Social Studies.



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Graphicacy in the middle years

Round and round the houses

DAVID PLAYFOOT

When people start on about "standards" I try not to listen, change the subject or pour another glass; one man's high standards is another man's tyranny and when applied to education the term can drive me to distraction.

Nevertheless, I do have to have my own yard (metre?) sticks by which to judge the level of attainment reached by the pupils I and my colleagues teach and one that I often mentally refer to is as imprecise as the term itself. I think back a few years to an exhibition of 11-year olds' work based on a school journey to Swunge. The material produced by these 50 or so children reflected the brilliance that carefully structured learning experiences can bring; but it was more the firm of different curriculum areas set within an aesthetic framework which made that exhibition a marker by which to judge other children's achievements.

All the pieces of a curriculum jigsaw were there but for once they had been put together to make a meaningful picture - meaningful not only in the pupils but to parents, teachers and even "Disgusted" of Tunbridge Wells writing to the newspaper about standards!

How is such work achieved? Clearly there is not a definitive answer to this question but there are, I believe, clear pointers and common strands which can help. I propose to look at one such strand to illustrate a possible model for curriculum development in an area that has been central to children's learning in the 9-13 age range: the Humanities. The strand is that of "graphicacy" - aware of this term later.

It seems that, in general, five areas or disciplines go to make up most humanities frameworks: environment studies, social science, history, geography and graphicacy. For me there is an underlying assumption that for most of their work in the middle years it is inappropriate to define these as discrete elements; however, it is important to realize that each discipline contains some specific concepts, skills and procedures which are used by specialists and that children should be introduced to at least some of these as part of their middle years education.

In order to achieve this it is necessary for teachers to be aware in their own minds of the various concepts and skills associated with any particular element and to be able to match these with appropriate content. Perhaps the clearest example of this is in the area of graphicacy where an accepted hierarchy of skills makes a supportive spine of work for many of the key ideas and much broader skills of the other four

elements. Graphicacy can be defined as communication by means of symbols, pictures, signs, graphs, diagrams and particularly maps. Obviously this links closely with the understanding of maps and plans is fundamental to realizing geographic aims. But it is not only in geography that graphicacy plays an important role; much environmental studies work, history and social science uses the skills and techniques of map making, map interpretation, the presentation of statistics, the use of pictures, slides and photographs and the representation of information graphically.

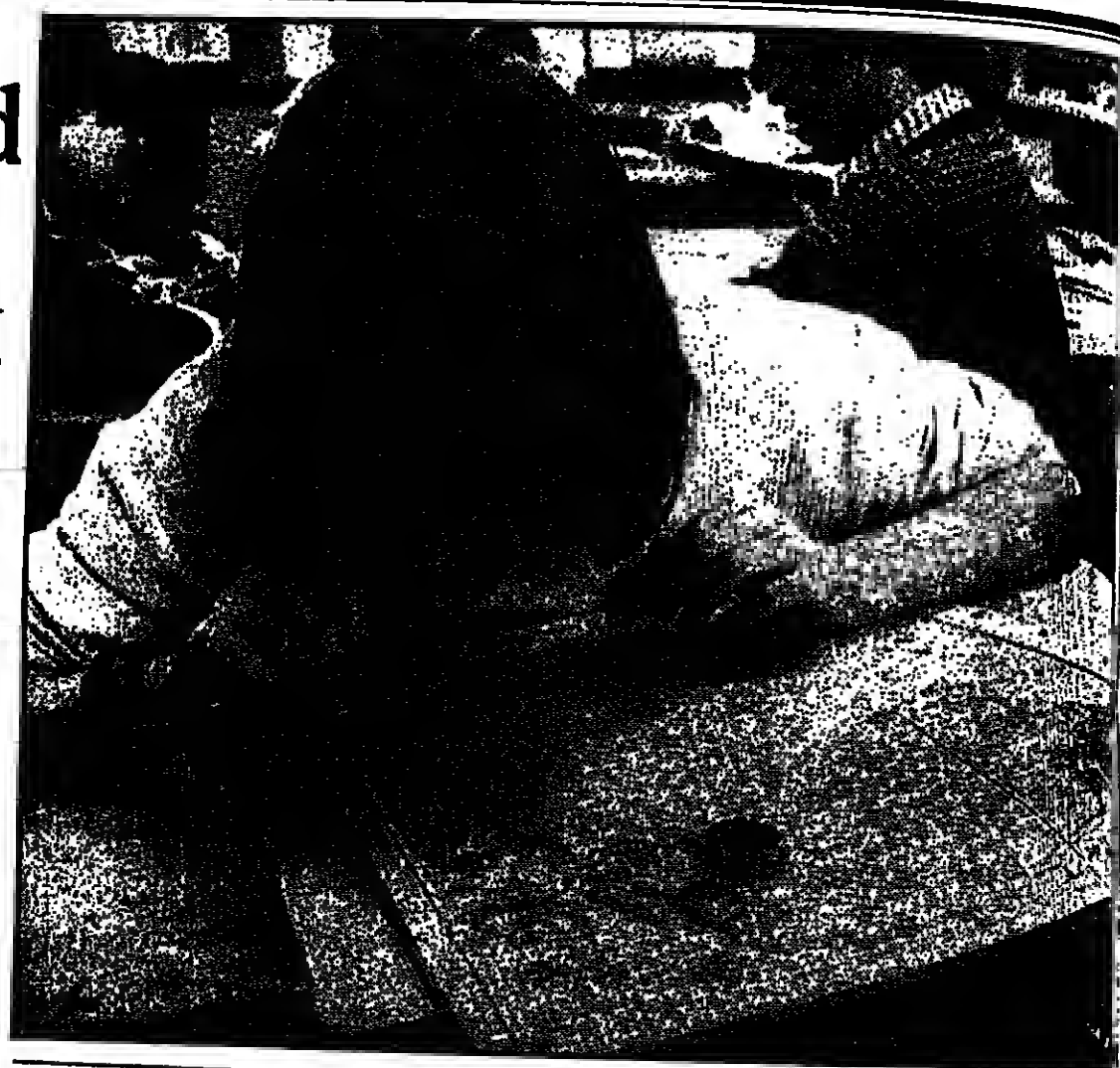
If children are to use these important tools to present, interpret and enhance their work, some meaningful structure needs to be understood by teachers. All too often assumptions about children's level of mapping skills are made and the result is superficial work which is poorly understood and leads only to confusion in the pupils' mind.

For example, I recently saw 12-year old children making a study of Australia - many aspects of this project were well within the grasp of this group but the problems they had in terms of mapping were almost as large as the country itself. Their concept of scale was poorly developed and so, as with many of us, the small class atlas which showed the map of Australia with a scale of 1:27 000 000 was ineffective in giving an idea of the vastness of that country. Obtaining larger scale maps of all the territories and spreading them end to end on the classroom floor begins to bring home the point but far more fundamental is the child's previous experience of scale.

This experience starts in the Lower Junior class with the making of simple plans of objects and the classroom and using very large scale plans of, for example, the school. It is surprising how many children have not used plans of their own schools and houses - it seems to me to be an essential experience; leaving out such exploration of space, direction and scale is rather like omitting a hammer and screwdriver from a tool kit.

From the use and devising of simple plans and maps the next logical step is to large-scale professionally produced maps of the child's local environment - the 1:1250 and 1:2500 maps which are such a rich and valuable resource. These maps show children their own houses, shops, leisure centres, parks, etc. and can generate a term's work in humanities without once giving out thirty copies of "Cambridge Geography Book 4".

The next map in terms of scale and in a graded development of geographic concepts is the 1:50 000 (the old 1-inch



maps) which begin to locate towns and villages in relationship to each other. Yet, paradoxically, these are often absent from schools, their place being taken by the class atlas. What a disaster some of these have turned out to be. Often difficult to use, trying to cram in every country in the world, changing the scale or projection almost by page, throwing in downy graphic maps of the world on a double page spread and in general confusing their users. I suppose tracing Europe and colouring the sea blue keeps everyone quiet for an afternoon but it has not got much to do with developing geographic skills and ideas. The scale on the map of Australia, 1:27 000 000, is a big jump from the Ordnance Survey 1:50 000.

Of course, children in the middle years need to be introduced to maps which relate Great Britain to Europe and the world and to the idea of the Earth as a globe. I even believe that the study of other countries can include some meaningful map work - but the foundations must be laid for such work by developing the hierarchy of mapping concepts and skills and the wider skills of graphicacy, otherwise we run the risk of our pupils standing bemused and bewildered before the map of the London Underground wondering what "You Are Here" really means.

DW Playfoot is head teacher of Uplands Middle School, Sudbury, Suffolk.

Welcome extracts

Mapwise. Understanding maps and diagrams. By Roger Robinson and Ian Jackson. Longmans £4.95. 0 582 22390 3.

GCSE will undoubtedly continue the trend towards data stimulation exercises which has been emerging strongly in other recent examinations. This concentration on graphicacy needs to be recognized and accepted. Hence this book is welcomed, especially as it is directed at GCSE mainly through use of Ordnance Survey map extracts.

First, map reading skills such as understanding the language of maps, drawing sections, finding references, unravelling relief and map interpretation are examined. Then there follows a section on recognizing different types of diagrams, maps and data. Finally two pages of GCSE style questions are given with a mark scheme.

Though the book contains most of what we need to know and it has the considerable advantage of 16 full colour O S map extracts it seems badly designed. The print is far too small making the text look squashed. The

compression of information, constant cross-referencing and over-use of numbering systems gives an overwhelming start. This will be a difficult book to use at least for the first 47 pages. Regrettably, the photographs are often poor or poorly reproduced.

The bunching of O S map extracts all in one place may be convenient for the printer but not for the user. For example, in the section on map interpretation when discussing background geology we need the relevant map extract to appear alongside the outline sketch. The section on diagrams, maps and data is much more open arranged with a more interesting and flexible format. However, there seems a dichotomy between mere identification of a range of diagrams, maps and data and explaining to the pupil actually how to construct these.

Despite the undoubted value of the book and the excellent intentions of its authors one wonders how the teacher can fit a course using this book into an already overcrowded timetable. The character of most GCSE syllabuses requires the graphical parts to go hand-in-hand with the rest, so that, for instance, systems would be treated when the farmer's system was introduced; population pyramids would come perhaps in Third World or Population sections. More information might have been given in the book to assist teachers in its usage.

Bryan Walter

Overview

Systematic Geography. By Brian Knapp. Allen and Unwin £9.95. 0 04 910080 7.

At first sight 539 pages of geography text seems a daunting prospect, but here is a concise text offering clear explanation of geographical themes. The aim of the author is to produce an outline overview of people and their environment, developing a theme through the book that people are more and more shaping their environment rather than being dominated by it.

The author has divided the book into sections. He deals with physical geography themes under headings of Earth, Atmosphere, Water and Slopes. Obviously aimed at A level and post school students, these sections are enlivened by carefully drawn maps, diagrams and black and white photographs. Sections on the Warm Environment and the Cold Environment attempt to set man within the context of these, and while this may appear a major task the main aspects

of the subject are dealt with in a way which is both accessible and stimulating. The book is well written, easy to read and is a valuable addition to the geography teacher's bookshelf. It is particularly useful for A level students and for those who are new to the subject.

quately covered.

The latter half of the book concentrates on human geography by looking at population in terms of distribution, change and migration. Up to date statistics (up to the 1981 census when considering Britain) are used to complement the text and are integrated in a carefully instructive manner. Population studies are followed by a look at urban activities and settlement patterns; the urban activity section provides a balance of economic geography which is too often neglected in school syllabuses. The author uses a wider variety of examples of Third World cities than is usually found in school texts. Cairo, Nairobi, Calcutta and Bogota provide a width of study which would allow students to make wide comparisons between continents. The book concludes with a very useful revision summary of each chapter outlining the main points.

To attempt a comprehensive geography text is a very brave move, but one which has paid off. The author is clearly aware of his remit and has produced a traditional textbook which will be of immense use in a department as a reference. The book is also far reaching enough to be a valuable text for A level students and for those who are new to the subject.

David W. Dickson

The Geography' Schools and Industry Project

Economic activity and the community

GRAHAM RANGER

A previous article in *The TES Geography Extra* (December 5 1986) described important features of the Geography' Schools and Industry Project - its contribution to pupils' economic understanding through active learning, the involvement of adults other than teachers, and effective evaluation of the curriculum process. This article describes a unit developed by a geography teacher working with the Project which illustrates these features.

This unit formed part of a GCSE Humanities course for a mixed ability fourth year group of pupils. The unit itself was part of a module on People and Work, lasting for one term. Prior to the hospital unit described here, the students had used a similar approach to study the operation of a major manufacturing industry, the Austin Rover car plant at Cowley.

The unit focused on the Churchill Hospital in Oxford, and the overall aim was to examine the links between an economic activity and the community. It consisted of an eight-week programme of lessons, two lessons per week, each of one hundred minutes. One of these lessons each week was based at the hospital and the other in the classroom.

A hospital was chosen because as a service industry it has direct links with all members of the community, including the students involved. The Churchill was selected as it is less than half a mile from the school, and in particular, the Personnel Officer had expressed a desire to become involved with the programme. The link with the Personnel Officer was essential: not only was she involved in all the stages of planning and preparation but also in helping design and implement a range of activities for pupils, and in helping to evaluate the whole unit. Thus the programme evolved quickly into a pattern of first session of each week saw the pupils actively involved in discussions and activities at the hospital, with the role of the classroom teacher being minimal; the second session, based at school, was the time for individual and group feedback, writing up, as well as for looking ahead and preparing for the following week's activities - this session was sometimes taken by the geography teacher and sometimes by the Personnel Officer.

Enquiry-based learning was used throughout. The pupils were continually involved in the preparation, execution and evaluation of the scheme of work. In order to encourage this approach, the work was structured around a series of key questions (below) adapted from the GSIP theme "Economic Activity and the Community". The aim throughout was to enhance pupils' economic understanding and to make the students' school curriculum more relevant to the world of work.

1 What are the links between the hospital and the community?

2 What are the benefits and costs associated with the hospital being located to the community?

3 Why do any changes initiated by the hospital influence its community links?

4 How ought the links between the hospital and the community to be managed?

The main elements of the hospital-based part of the programme are described below.

Week 1: Settling the Scene

A five-minute outline of the hospital's aims and objectives was given by the Personnel Officer. This led us into a 20-minute groupwork session run by one of the members of the management team. Investigating "What is a Hospital?" "Cook's Tour", which has blighted and restricted so much geography-industry work in the past, was confined to a profitable half-hour visit which enabled the students to get "feet" for the place, and also to take a brief look at the various departments in which they would later be placed for work shadowing (Weeks 3 and 4). The session continued with a "video" of the hospital in the hospital in the context of the NHS. A 10-minute question and

answer session with three of the hospital staff ended Week 1.

Week 2: Working in Hospitals

The aim of this session was to examine the nature of employment in the hospital. The session was directed by the Personnel Officer. The students identified a number of job vacancies from the hospital circulars. In addition to the "small ads", full job descriptions were then made available to the students. They chose a particular job to apply for, and then the application forms were issued. Each student completed the form with the Personnel Officer acting as a resource to be tapped when difficulties arose. After completion, individual interviews were carried out between the student and the Personnel Officer, or the student and the teacher.

Weeks 3 and 4: Placements

The aim here was for the students to experience and learn about the work of a particular department by participating in and observing work taking place, as well as asking questions. These two weeks represented the high points to most of the students in terms of enjoyment. Many of the departments which were visited briefly in the initial tour, plus others, were now examined in greater detail. Students on an individual basis were matched to one department each week, and were briefed to work shadow one member of that department.

The feedback from these sessions was very positive, partly because the students themselves chose the departments in which they were placed, and partly because, through working alongside one individual only. A huge variety of work shadow experiences were offered, ranging from non-medical in nature, through catering, the general office and the telephone exchange to Immunopathology, the Radiotherapy and Renal Workshops. Contrasting departments were chosen by the students for each of their two placements.

Week 5: Technology in the Hospital

Potentially this appeared at the outset to be a fascinating subject with much for students to see and appreciate. In the event, however, it was regarded as the least successful session. Our evaluation showed that the activity planned for the students was less involving than in other sessions (a tour followed by a talk from an X-ray technician) and that the talk itself, which would have been fascinating to most adults, was overpriced for 14-year-olds.

Week 6: Financing the Hospital

The Unit Accountant directed the week's activities. The aims were:

(1) to enable the students to understand the importance of finance in

the running of a hospital;

(2) to explore the role of management in making decisions which have financial consequences;

(3) to develop problem-solving skills within this context by posing a genuine financial problem.

The class was divided into groups, each group representing the management team. Background information was provided and five problems were presented to each group. Problems were of a realistic nature, for example: "You are faced with having your next year's cash reduced by your over-spending this year of £150,000. What can you propose to curb your over-spending this year?"

Students stayed in their roles for the reporting-back, plenary session.

Week 7: Managing the Hospital

Since management is achieved by a group effort under the direction of the Unit General Manager, a group role play was favoured. A management problem was devised: "The Unit Executive has just been informed that a surgical ward has to be closed for a period of six weeks for building improvements and redecoration in approximately two months' time. Decide what action needs to be taken, who else needs to be informed, and plan the programme leading up to the closure of the ward."

In this exercise, the students found that some roles differ in terms of priority (for example, the Accountant's priorities are different from the Personnel Officer's), and therefore potential conflicts exist which need to be reconciled in favour of consensus.

Week 8: Any Questions

In this, the final session, the students devised their own questions to put to a panel of four members of the Unit Executive. This was a particularly valuable session to highlight any issues which had not been mentioned, and to clarify and enlarge upon others. Every student asked at least one question, and all were answered frankly. Questions raised covered all kinds of issues including: "Is it ethical to do private work in a state hospital?" and "If catering was to be contracted out externally, would staff-patient relations improve?"

The GSIP theme and key questions provided take-off points for our work. They were used as a broad guideline. The Project's philosophy of using Adults Other than Teachers (AOTs) alongside teachers and pupils in the planning, development and evaluation of activities designed to enhance economic understanding was seen as vital. Twenty-two AOTs were involved.

Graham Ranger is head of Geography at Chaney School, in Oxford. Further information about GSIP is available from University of Oxford Department of Educational Studies, 15 Northam Gardens, Oxford OX2 6PY. Tel: 0865-274024.

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Trough ends, corrie lips and large erratics

"They'd never see this at home!"

JANE LAST

I was, said the head of geography, a high energy environment. This was more than could be said for the wilting youngsters who had staggered up to 7,000 feet and looked exhausted.

But it was breathtaking, high in the Alps above the Rhone Valley, Switzerland, surrounded by finial peaks. We were standing, the head of geography informed us, in a hanging U-shaped valley. "It's a squashed environment," he went on. "All the rocks have been squashed one way." This was a mere 25 million years ago when the African plates pushed against the European ones and something had to give - the Alps were crunched up. In geological terms, however, they are mere babes - after all, the rock of Shropshire and Leicestershire dates back three thousand million years.

"This is a very unstable environment," continued the head of geography. "These mountains were only recently thrust up and earthquake activity still occurs." He pointed to the evidence of mass movement all around us. The valley slopes had been cut away by glaciation and we were surrounded by rock falls and landslides.

"Heavy rain would cause torrential mud flows," he said and recounted enthusiastically how the river brings silt and debris down at high velocity and has cut a 15 metre gorge in the valley floor. "This is post glacial erosion and it's still happening. Active mountain building," concluded the head of geography.

We stood nervously in the brisk Alpine wind gazing at the frost-etched peaks of the Grand Mueren high above us, thinking how much more exciting it was than Shropshire and hoping it would all keep still for a

few more days. "Draw a sketch," ordered the head of geography and immediately 41 pens were busily mapping out trough ends, corrie lips and large erratics. "Identify as many features as possible," he commanded and scree, bare rock and nivattin (snow patch erosion, of course) were scribbled in.

As we walked back through the meadows the changing story of life there unfolded. The cows still move up in the high pastures in summer but the farmers no longer do. The milk is piped down and the cheese is made, but down in the valley, now electric fences, rather than shepherds, control the cattle and tourism has brought influxes of skiers to the area and a thriving economy.

This was real living geography. And this was why Dr Michael Brown, head of geography at Sevenmasks School, had brought 41 pupils here for their field study.

The Rhone valley, it seems, is a geographer's paradise. I soon realized that when Tony Thacker, geographer and head of Sevenmasks Junior School, gazed "What a wonderful view!" he wasn't admiring the picturesque scenery as we lesser mortals do. He was referring to the "lovely intensive farming system" and the "settlements on alluvial fans" (the whole valley was an alluvial fill, I was assured). He was admiring the way the river had been controlled, transforming a marshy wasteland flooded for many months of the year earlier this century, into a highly fertile valley. There was no wasted land - just classic intensive

agriculture laid out neatly, Swiss style. This, he declared passionately, was recent geography.

After seeing the results of the gigantic glaciers which gouged out valleys in the distant past, next day we went to see one still in action. We followed a charming narrow path up through the forest, stopping every few minutes to admire a post-glacial gorge or some other geographers' delight and do the inevitable sketch. Finally we rounded a bend to see the great snout of the Tricent Glacier filling the whole valley, huge, scarred and gnarled with crevasses.

We crossed the boulder field up to the monstrous nose where pens scribbled furiously immortalizing the phenomena in 41 school notebooks. The ice gleamed milky blue from the crevasses, and thousands of tiny waterfalls spiralled down through the great body as the glacier released itself into the river gushing from its annuit in a torrent of meltwater - rain that fell thousands of years ago.

Later we visited the Gorge du Tricent where the meltwater had cut 200 metres into the jagged rock, in places just a few feet across. "This environment is exciting," said Dr Brown, explaining the benefits of the field study back in our hotel in the Alpine village of Ovronnaz. "They've never seen anything like it in England - the active nature of the physical environment, with glaciation, landslides, gorges, avalanches, fashioning the landscape in a dramatic way."

"And there is the value of the fieldwork in itself and the techniques employed. It reinforces what we teach in the classroom. It's difficult to appreciate what a glacier does from a textbook. Now they've seen it. And this is a perfect place."

Here one can gaze over the Rhone valley and see the nature of the landscape as a resource laid out before one's eyes, the uniqueness of Alpine agriculture and the isolated settlements. One can appreciate the interrelationship of the dramatic scenery, the physical high energy environment and human activity. "Man in Switzerland has successfully adapted to hostile conditions," said Dr Brown.

The students concentrated on human geography for a day. We dropped them off in small groups, equipped with maps, and instructions to make



their way across the Rhone valley completing a land use transect and a functional survey. Party leaders retired to a cafe by a fountain under leafy trees in the cobbled streets of Sion. It was extremely pleasant.

They should, said Dr Brown, get better A level grades because of the trip. "It's making them use examples. The best answers are those which utilize field work examples," said 17-year-old Caroline Moore. "I can visualize it now. The glacier still didn't look real until I actually touched it. Now there is a picture in my mind."

"How magnificent," said the head of geography back on the coach as he

noticed, not the rich green meadows and tall pines, but the way the vines stretched high up the south facing slopes while north facing ones were forested. "Aspect," he pronounced. The land speaks to geographers in a different language, I mused, they interpret it with an added dimension. Our geography field study a wonder was revealed at every turn, summed up, as often as not, in the intellectual geographic term - "Wow!"

"They'd never see this at home," said the head of geography.

Geography Field Studies, Schools Abroad, Grosvenor Hall, Bolmore Road, Haywards Heath, West Sussex. Tel: (0444) 459011.



Blanket approach

Geography 10-14: Landforms in Britain. By Michael Waller; Europe. By Paul Guinness. Macdonald £3.50 each. 0 34 56 11389 2 11391 4.

This is an attractively produced series, each book containing 48 pages with colour illustrations as well as a wealth of black and white plates. Interesting and well-chosen topics are dealt with as a two-page spread unit. There are simple, lively exercises for each unit and a glossary at the end of the book.

Landforms in Britain introduces work on Limestone Uplands; Dartmoor; a granite upland; the Fens; Scotland's Great Glen; Lowland Escarpments; the Thames Basin; Rivers and People; the Fens and coastal areas. Europe compares Continental life in East Germany with the way of life in West; the Eifel with its Butte Mountains and Wine Lakes; Comenon; Multifunctional Com-

penies; high unemployment; migrant workers and various environmental problems including acid rain, Mediterranean pollution and French National Parks under pressure. Special attention is given to the Mezzogiorno, Randstad and Lapland as problem areas.

The reference to all illustrations as "pictures" may be convenient but it is unhelpful. With Landforms much of the work may be suitable for 10-year-olds but it does not cater enough for 13 and 14-year-olds, especially in the river work. The book is not self-contained and continually keeps asking "if you have a sand tray... if your school has a rock collection... find the atlas map... if there is a limestone caves near you... find some pictures, etc. etc. This may be useful to promote investigative work but it does not make the book easy to use in the classroom.

Europe is rather more self-con-

tained and has an interesting, valid selection of topics but in the end do they really convey an impression of Europe? The vocabulary is more advanced being more suited to the 14-year-olds. A number of maps are without scales. There are, though, some useful, direct exercises.

The main aim with this series is attempting to cope with the age range 10 to 14 in the same book. It is better to have a graded series. For example, when does the teacher actually use these two books? Are they just to be kept as reference? If textbooks, in what order do you take them? Indeed, since each book is not self-contained, guided within itself, how can you be expected to be appreciated by the users and a better targeted series related to ages within the scope of 10 to 14 would have been an improvement on a blanket approach.

Bryan Waites

EXTRA

To the geographer it is the distribution, spread and effects of disease which are crucially important. It is hard to know where to draw the line; to say what is relevant and what is irrelevant, although it is clear that he should not be directly involved in medical details except where these may be instrumental to the spread, incidence and effects of disease on man, animals and vegetation.

Was the spread of malaria a contributory factor in the fall of the Roman Empire? How far did the rat bring about the decline of the High Middle Ages? Did Napoleon lose the Battle of Waterloo because he had stomach cancer? Is heart disease more likely in soft water areas? Can high lead content in rocks be associated with multiple sclerosis? Does the radioactivity emitted by granite have an adverse influence on people living nearby?

Specialists in history, geography and contemporary affairs have a growing interest in such vital issues and medical specialists have been developing a valuable spatial awareness in the battle against disease.

The term "Medical Geography" appears to have been used first by Dr Alfred Haveland in his pioneering *Geographical Distribution of Disease in Great Britain* (1892), though maps of the geographical distribution of disease appeared first in Berghaus's famous atlas of 1827-48. Shortly after A. K. Johnston and A. Petersmann produced the *Physical Atlas of Natural Phenomena* (1848) and in 1852 the latter published his "Cholera map of the British Isles showing the districts attacked in 1831, 1832 and 1833". As E. W. Gilbert has shown, local reports for cities like Oxford, Exeter and London included disease maps. Indeed, there was a cholera plan for Leeds as early as 1833. The health reports for Leicester in the middle and later years of the 19th century contain splendid maps and diagrams illustrating the distribution of disease relating to its climatic, relief, geological and drainage factors.

The famous detection work of Dr Snow in 1854 resulted in his map of 1855 which plotted the incidence of deaths from cholera between Regent Street and Dean Street and established the cause to be an infected water pump. Subsequently, concern and study has shifted from disease alone to hunger, malnutrition, environmental health, welfare, community medicine and medical services and the wider effect of man's influence in terms of pesticides, noise, stress, work hazards, drugs, alcohol, fluoridation, radiation, etc. The way has been well charted by



"A court for King Cholera" - PUNCH 1852

Medical geography

The new frontier

BRYAN WAITES

pioneers such as Jacques Myr, Dudley Stamp and G. M. Huwe. The latter's *National Atlas of Disease Incidence in the United Kingdom* (1963) being a landmark of geographical enterprise is followed by his *Man, Environment and Disease in Britain* (1972), *Environmental Medicine* (1973) and *A World Geography of Human Diseases* (1977). The work of Andrew Leatham has been outstanding in recent times and

his viewpoint is given in *Patterns of Disease and Hunger* (1978). The work of Neil McGlashan in his *Medical Geography* (1972) and, with J. R. Blunden, *Geographical Aspects of Health* (1983) have been important landmarks.

Gerald Pyle in his *Applied Medical Geography* (1979) emphasized the new dimension "mental illness, like other social problems, fits into the ecological structure of the city" following on from the work of Faris, Warren, Levy and Rowitz. This aspect of urban stress is

being closely investigated in this country by Dr J. A. Gigg of Nottingham University.

Resources for the study of health and disease are growing daily, and many are easily accessible. Publications of the World Health Organization are helpful on the national and international scale; *DISS Annual Reports*, *Health & Personal Social Services Statistics*; *On the State of Public Health and Research Reports* contain valuable information often very visually expressed. HMSO publications such as *Digest of Environmental Protection & Water Statistics* (DOE) give details of environmental pollution, etc. Additionally, local authority health reports still form a valuable source and the collection reaches back into the 19th century.

As a teaching topic medical geography has several advantages. It is relevant to everyday living and dying. It is intrinsically interesting with a drama and vitality in-built providing a good starting point for teachers. Dealing as it must with harsh realities it brings its own seriousness of approach. The study integrates subjects such as history, geography, biology and sociology and it is focused around "problems" on the local, national and international scale. The materials for study are unusual, often exciting. Many new discoveries in this field add constant interest and vitality. Important associated moral issues give added impetus to discussion. It is not merely a question of arid, decided fact but rather the changing struggle of living things in their environment. There is room for diversity over a wide field.

Daily references in newspapers, radio and TV give contemporary value to the study and many range from an outbreak of foot and mouth disease in the Charnbury disaster or provision of medical services in your town. In the eternal search for new GCSE coursework projects or A level studies the teacher may find refreshment in new ideas from medical geography. What is practicable?

Medical services (hospitals, doctors, surgeries, clinics, dentists, chemists)

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Cholera vaccination in 1893

The new frontier

can be mapped in the past through directories and in the present by fieldwork. OS maps, town plans and directories. Accessibility to residential areas can be studied and by using Health Reports such services can be related to deaths from various causes, epidemics, and disasters.

Find the catchment area of local hospitals. How accessible are they by car, bus, train, walking? Work on timetables to produce frequency and accessibility diagrams. Question patients about their opinions on access.

The spatial diffusion of services in an area over time would be worth working out. Hospitals are usually distributed in an hierarchy from small cottage hospitals to city infirmaries. Can you investigate this and recommend a policy for medical care in your area?

How far does minor relief/slope/access/circulation influence the hand-leaved in your environment? Are there special problems? Could you

make a map for a blind person to use? What about occupational diseases? Are there any industries in your area which promote medical problems? A factory study related to work hazards considering safety regulations and health aspects could be useful.

Welfare and social provision might be another topic. The recent distribution of EEC butter, cheese, milk and beef is an example. What centres were used, how effective were they, what people came and from how far away, what types of people came? All this could be plotted.

Airports, ports, cattle markets, fish and meat markets could provide the basis for studies in terms of operation, distribution and use illustrating particular problems related to health and disease.

Air pollution, the noise environment, offensive trades, traffic congestion, factory noise, roadworks would repay study. Can you plot a particular noise sphere of influence using a sound meter? What about making apparatus to test air pollution?

Many more topics are possible and readers can refer to *Environmental Geography: a handbook for teachers* edited by Keith Wheeler and Bryan Waites (Hart Davis Educational, 1976) for more details. The international topics relate to items like survival in hostile conditions, migrations, settlements, case studies of the spread of cholera or the influence of disease on the siting of a major city like Calcutta are among possibilities.

Diverse, many with water, food and shelter is one of the most fundamental factors in man's existence. Ultimately it has a critical influence on the world population explosion and cannot be ignored since its effects are so widespread and long lasting. It illustrates the need for co-operative and international action and it is likely that the science of the unknown in future will be increasingly concerned with the incidence of disease and with the healthy well-being of people in both the developed and developing world.

Geography from 5-16 - RSVP

Trying to be positive

DAVID WRIGHT

Don't be put off by the nasty cover of this little book. The claret stripe sandwiched between faded shocking-pink looks like yet another reject British Rail colour scheme. The inside is better. But if we ignore the packaging and look at the price - will many people buy 56 small pages for £2.50? If they don't (and they won't), much of the point of the booklet will have been lost. This is because the HMI has included a very important and very welcome concept that was missing from earlier booklets: "Geography from 5 to 16 is a discussion document, and the Inspectorate would welcome your comments and suggestions on it and the issues it raises." In previous books from the HMIs, there has been no suggestion of dialogue. So, although there is no indication of what will be done with our comments and suggestions, we can at least feel mildly pleased that our ideas are welcome.

On opening the book, it hunk dunks. Words, words, words... a pity since geography is such a highly visual subject. The new booklet is claret-coloured dots, which presumably add greatly to the printing cost, but they don't really brighten the pages. No colour blobs and more free copies to those involved in education now or in the future might have been a better policy. As it is, student-teachers are apparently expected to buy their own copies, and they can't afford to.

The book begins with 10 "Aims of Geographical Education from 5 to 16".

1 "To help pupils..." All ten objectives begin with the words "To help pupils..." So the book is pupil-centred, despite its ponderous phrases. Too much writing in education seems to forget that the main purpose of schools is to help pupils. 2 "What do we feel about the place?" (page 14) There is, at last, a recognition that feelings about places need to be encouraged and explored. But why does this item only appear in the primary school section? Feelings should not be left behind on entering secondary school!

3 "To help pupils to develop..." a sensitivity to cultural and racial prejudice and injustice" (page 27) Geography teaching should be at the forefront of work against prejudice and injustice. Until now it has too often been in the background, or totally absent. Perhaps this specified objective will get things moving faster.

4 "The treatment of controversial social, political and environmental issues in Geography" (page 29) The HMI booklet is unequivocally in favour of tackling controversy. This will be useful to quote next time we are warned "Keep Off". And they give us a list of handling of controversial issues.

5 (The booklet) "sets out a framework within which each school might develop a geography programme appropriate to its pupils" (from the Preface). This sounds bland - but it isn't. The HMIs are clearly in favour of geography teachers planning their own syllabus for their own pupils in their own environment. There is NO "national curriculum" in this booklet. Either HMI or HMG are going to have to climb down, and I hope that the HMIs win.

I tried hard to find more things to praise about - but by the time one has ploughed through the verbiage and all the long and complex statements that older pupils can go further than younger ones, there was not much left to rejoice over. I then asked myself what was missing. I identified five elements that seemed almost absent:

1 The money. Geography teachers are short of money for textbooks, for fieldwork, for blackout, and even for overhead projector pens. Syllabuses must be properly funded to make them work, and the HMIs are ducking out of the crucial issue by not saying that those high ideals need more money.

2 The kids. There are lots of vague phrases like "pupils are likely to be interested in..." and "The experience which pupils gain..." But the real world of pupil enthusiasm and boredom, of chaotic co-operation and deliberate disruption seems light-years away. A book about teaching needs to be a book about real pupils, too. The moments of insight, when the pupils come up with a new idea, are among the most valuable moments in the classroom. Our teaching could encour-



age such insights. The HMIs could encourage us to think this is worth while, but they don't.

3 Motivation. The question of past motivation needs to be highlighted in this booklet it is almost absent. The long case-study on "Manufacturing Industry" may achieve great things for progression, comprehension, logic and accuracy - but industry still looks as boring as ever it was. We need ideas to turn pupils on rather than off, and the HMIs are not helping us. Unless they tackle this issue they will have a big problem in motivating the teachers to be interested in what they say.

4 Recent relevant experience of school-teaching. HMIs do not possess this ingredient: they are too busy. Teacher trainers also used to be "too busy" but they have been told that they must make time for regular teaching of children. Those who have "taken the plunge" now have a new realism and relevance in their work. If HMIs took the plunge, too, they might write booklets about the real needs of real pupils.

5 "Geography teaching for a better world". This concept is totally absent from the booklet. Australian geographers have produced a whole book on the subject: HMIs do not even have the possibility of doing so. To help pupils act more effectively in the environment" is included in the objectives - but the elaboration of that idea is largely selfless. The higher ideal of improving the environment and the world for the sake of other people is hardly acknowledged at all.

My conclusion is that we must welcome the booklet, even if much of it is dull, bland and remote from pupils. Between its covers, we can find many things that geography teachers value. This booklet can give a boost to our self-confidence, give us some quotable quotes if we encounter reactionary people. There are even some ideas which can make our work more worthwhile and more enjoyable. And the threats of an imposed curriculum have receded just a little - we can certainly be grateful for that. Finally, we must value the invitation to discuss the issues the booklet raises. It will make a good agenda for the next in-service day.

David R Wright is a lecturer at the University of East Anglia, Norwich.

Syllabus planning: the aftermath of Geography from 5-16

In three dimensions

DAVID HALL

The publication of *Geography from 5-16*, has considerable implications for syllabus planning. It follows the principles of planning and design set out by the key document "Curriculum 11-16" unhelpfully listed as No 2 in the series. The Geography booklet refers to the two perspectives which are regarded by Matters 2 as essential and complementary in the design of an overall framework for the curriculum: the "areas of learning and experience" and the "elements of learning". A number of essential issues which are not usually subjects are also identified by Matters 2 and labelled "cross-curricular". The subject booklet picks up most of these, and argues that geography can make a significant contribution to environmental education, political education, information technology, and economic awareness and understanding, and support the principles of equality of opportunity and the avoidance of bias in the treatment of gender and of race.

In consequence in planning a syllabus a geographer has to think in three different dimensions: upwards to negotiate a slot in the matrix of the school curriculum at the level of structure, outwards by considering the manner of its integrative contribution to the cross-curricular policies of the school, and internally as a coherently conceived subject programme. In sum, it is no longer a matter of following the conventions of the post-war period of identifying content areas in physical, human and regional geography, of practising basic mapwork skills for their own sake, or of translating concepts treated in higher education into a form suitable for classroom transmission. The whole basis for planning shifts away from the academic elements of a subject discipline, however defined, to the much broader setting of the learning and the social and cultural life of the school and its society.

The first task is to analyse and evaluate existing practice against the general aims and objectives of the school as stated in the prospectus. This has been undertaken at both school and L.A. levels in response to Government Circulars 6/81 and 8/83, and in places has been followed through to a review of aims and objectives at faculty level. The procedure usually follows a model generated by teachers, advisers and HMI involvement with the so-called "Red Book" exercise. Red Book 3 in Appendix 1 (B) lists the questions asked of heads of department about departmental objectives, how they were compiled, and how they might relate to the school's overall objectives. Departments are then asked how each of the four "elements of learning" (knowledge, skills, concepts, attitudes) function at each year level to achieve the aims and objectives they have identified. Finally the departments place in rank order, and give an appropriate weighting on a scale of 0-8 for each year group, the contribution made by the subject to each of the eight (now nine) "areas of learning and experience" (aesthetic, ethical, linguistic etc).

Geography from 5-16 suggests geography's most significant contributions likely to be the human and social people in Wales being miners. *Western Europe* text takes a country by country approach. The chapter on the Netherlands for example looks at polder reclamation, flooding, horticulture and industry at Rotterdam. The Swiss chapter covers transhumance farming, watermaking and tourism.

The aim of the series is to provide basic knowledge, and any criticism of the content becomes minimal when set against the author's approach. The text is well presented and carefully split up by the many photographs and diagrams. Each chapter contains exercises designed to develop basic skills using pictures, statistics and maps. The questions in the exercises will allow individual pupils to progress at their own pace. Key terms are explained in the excellent glossary at the end of each book, where there is also a revision section. Teachers should find these books extremely useful as a skill base for less able GCSE groups and other slow learners.

no longer more exercises on paper. Now the planning of a subject programme can be undertaken. Whether contents are described in terms of topics, issues, or regions, they would by implication be capable of development in terms of the indicated weightings of the "areas of experience" and handled in terms of classroom activity by reference to the "elements of learning". A planning grid, based on the elements above, is a familiar ground to those involved with GCSE; except possibly for a greater emphasis on attitudes/values, and a column of suggested teaching styles for particular phases of content. Along the other axis, descriptors might break with conventional analysis of headings into discrete/factual phrases (ie the school, an industrial complex, motorway networks etc) and ask key questions/hypotheses about geographical topics/issues/areas as dynamic entities or trends.

Following hard on the GCSE, the implications of Matters 7 in syllabus planning may be daunting, achievable perhaps only in greenfield schools or where INSET opportunities are created without which the Entitlement Curriculum cannot be delivered. Para 80 of Matters 7 provides an agenda, and stresses that a teaching syllabus is not a fixture but a "working document". The author would like to hear from you if you have been brave enough to attempt planning on the basis indicated by the Matters series or the Red Books, or if you feel a national conference is needed.

Despite the timely appearance of Matters 7 and its promotion of geography as part of the Entitlement Curriculum, the general problem remains certain, and even ugly, in its readings. The squeezing of syllabus with the inclusion of CDT in the core, the claims of computer studies, economics, health education, and careers, bring renewed pressure for a curricular curriculum and the incorporation of geography into wide/alternative frameworks with or without subject programmes as they exist at present. I propose to examine this in a succeeding article.

'Curriculum 11-16: Towards a Statement of Entitlement HMSO, 1983

David Hall is lecturer in Education at the University of Bristol.

Basics

Countries of the World: Book One: The British Isles. 0 582 20296 5. Book Two: Western Europe. 20297 3. By Keith Oldersh. Logman £2.95 each.

The *British Isles* and *Western Europe* are the first two in a series of four books which aim to provide a basic geographical knowledge about the main countries of the world. A separate booklet of map copymasters comes with each book for use in the classroom.

The *British Isles* book is tackled through a very traditional regional approach: Scotland, Wales and Ireland each being afforded a small chapter. Such a remit means that only the most basic information can be relayed with the danger of reinforcing existing pupil stereotypes: people in Scotland are tall, people in Wales are miners. *Western Europe* text takes a country by country approach. The chapter on the Netherlands for example looks at polder reclamation, flooding, horticulture and industry at Rotterdam. The Swiss chapter covers transhumance farming, watermaking and tourism.

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Routine work

Steps In Geography. By Dick Bateman and Fred Martin. Book One: 09 167581 2. Book Two: 167591 X. Book three: 167601 0. Hinton £3.75 each.

The introduction of colour on half the pages in the mole change in this second edition of *Steps In Geography*. Otherwise it has altered little apart from the up-dating of most of the statistics. It is intended as a geography course book for the first three years of secondary education.

The format is the popular A4 double-page spread with information on the left hand pages and exercises on the right. There are a further 10 pages of copyright-free re-copy exercises at the end of each book. Far too many of the exercises in this series require a

relatively limited response such as completing words, filling in spaces in sentences, choosing the correct answer from two words, matching definitions and copying maps, diagrams, charts and cross sections. Most pages also have more challenging and/or creative work.

There are numerous maps, diagrams and pictures, which are largely well chosen and integrated with the text. The general layout is attractive, particularly the colour pages, though it is disappointing to find more than twice as many drawings as photographs, and too many of the drawings include cartoon figures.

Books one and two focus on the major skills and themes of geography, while book three studies Britain and then the world on a regional basis, with some attempt to highlight issues in the

news. Much more depth could have been achieved if there had been a concentration on either the regional approach or the thematic approach.

All the books are aimed at pupils with a reading age of 10. According to the publisher's publicity leaflet, the authors have experience of teaching the less able, and through the series have some attractions for use in remedial ability classes. It fails to promote the issue-based approach, which is the main strength of the series. The book does not promote the issue-based approach, which is the main strength of the series. The book does not promote the issue-based approach, which is the main strength of the series.

David R Wright is a lecturer at the University of East Anglia, Norwich.

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Location series

Into Geography. By Patricia Harrison, Steve Harrison and Mike Pearson. Book 1: 0 561 667116; Book 2: 0 561 667124; Book 3: 0 561 667132; Book 4: 0 561 667140 (in preparation). £2.65 each. Teacher's Book 1 (covering books 1 and 2) 0 561 667159; Teacher's Book 2 (covering books 3 and 4) 0 561 667167 (in preparation) £12.95 each. Arnold Wheaton.

The fashion of the Seventies was the topic book for project use. The present decade has seen an increasing number of publishers launching new geography course books for junior and middle schools. Into Geography is a welcome addition to this range. Its format is familiar: large double-page spreads in full colour to present each topic. Each spread includes a variety of stimulus materials and arising from them a series of worthwhile assignments. The books are attractively presented, though there are only a few photographs, the rest of the illustrations being artists' impressions.

Most of the material concentrates on three main locations: Britain, India and the United States, with the content personalized around the lives of named children. Successive pages often devoted to themes such as transport, homes, water, farming or weather.

er. While differences between these three countries are brought out, similarities are also stressed in a positive way and multicultural issues are handled sensitively and well. Special congratulations to the authors for including the study of Eskimo homes without mentioning igloos. Two useful sections empathize with a homeless family in Britain and introduce stereotyping.

The Teacher's Resource Book justifiably claims that much of the material with a UK location could function as an exemplar for similar activities in the local environment. This could work well for topics such as streets, homes, weather, plants and shopping. It would have been helpful, though, if the book had included more advice and support for staff new to urban fieldwork. For 64 pages, it is expensive, but is nevertheless well worth buying for background information and ideas, as well as for the 35 sheets that may be reproduced for classroom use. The pupils' books are also 64 pages. Books two and three are stitched, but book one is only stapled which is unsatisfactory for a book of this thickness; there is little doubt that the middle pages will start coming loose long before the books should be ready for discarding.

Schools with well thought-out schemes of work for geography may prefer to spend their money on relevant topic books, maps, slide sets, etc. They may find a few copies of Into Geography of value for reference, although there is no index. Otherwise the series is a good one with the content soundly based in appropriate skills, concepts and values.

Ralph Holmes

Systems approach

Fundamentals of Physical Geography. By David Briggs and Peter Smithson. Hutchinson Education £11.95. 09 160951 8

The first chapter of this book deals with the geographical processes at work in one small valley in Derbyshire. The example is used as an introduction to the systems approach to the subject that the authors propose to adopt. For this chapter alone the book can be recommended as an advanced level reference text.

That the last chapter is called "Man and the Ecosystem" may suggest that the authors have lost their way during the 500+ intervening pages - surely "man" should be found integrated throughout. But this criticism is only partially valid. Any shortcomings in this respect are almost entirely due to the vast scope of the book. It attempts to deal with the atmospheric system, the hydrological system, the landscape system and the ecosystem all at a level suitable for undergraduates. This grand ambition is admirably realized but at the expense of any panache or inventiveness in the writing. Just occasionally, in the chapters on the hydrological cycle, did I feel the urge to pull out my boots and actually get out into the field. Elsewhere the book felt rather familiar and cosy, very practical but not very exciting.

But it is easy to get carried away with the wish to see this book as something it clearly does not set out to be. As a comprehensive guide to the fundamentals of physical geography it contains all that can be expected. The diagrams are clear and the photographs are well selected and sized. The book acts as an excellent guide to the terminology of this subject, with key words and phrases highlighted on their first appearance. The index is first class. The list of further reading is most appropriate to the needs of undergraduate students. It's just a bit bland.

Graham Hart

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A Suffolk primary project goes down on the farm

This little piggy...

MARSHA HANLON

Two years ago Wendy Morgan left her teaching job in London's Redbridge and became head of the tiny Elmsett Voluntary Controlled Primary School in rural Suffolk. She is also one of the three teachers at the 70-pupil village school, and by now knows the neighbourhood better than most locals.

Her pupils are becoming knowledgeable about the area, too, thanks to Mrs Morgan's localized but wide-ranging project on Our Changing Landscape. The project isn't only about geography, but encompasses history, language and even art. On her classroom wall is a map of the village with the children's homes pinpointed (and sketched). Also on display is an old map of the village as it used to be. "I think it's better for young children to start by looking at local places," she says. "It gives them a standard to measure other landscapes."

As part of this project, she takes a group each term to visit a nearby farm. It's a mixed arable and pig farm, so there's a different activity for the children to experience on each visit. One term it might be planting the fields, the next it's scoping and the third it's how pigs develop from birth to pork chops.

One morning last month, 23 of the second, third and fourth year juniors set out for the pig unit. Shod in wellies and clutching clipboards, they left the school for the half-mile walk to the farm. Wendy Morgan, wearing a "Geography is going places" badge on her coat, led the way. "How old is this house?" she asked, pointing to a 150-year-old cottage, and the children shouted out the answer. "I want them to see evidence of history on the ground," she explained, "as well as written evidence such as maps and old newspapers."

A lorry trundled along the narrow lane. "What's it carrying and where is it going?" asked Mrs Morgan. Most of her pupils knew it was carrying grain from the farm to the nearby mill. The mill, which employs some of the pupils' parents, was the site of a previous trip. Not only does its farming connection make it relevant to the project on Our Changing Landscape, but the mill also figures in a lesson on where parents work. "I want the children to look at patterns of movement," said their teacher. "Where people shop for different things is another aspect we can explore."

Richard and Matthew Hitchcock, the two brothers who own the farm, greeted the group. Matthew Hitchcock's own children attend the village school, and it was his offer, quickly accepted by Wendy Morgan, that initiated the visits. "I realized no one in the village knows about farming any more," he said.

The pupils had spent part of the previous day discussing pigs and pig meat, so were prepared with questions. As Richard Hitchcock rattled off statistics on breeding, feeding and



Mrs Morgan sports her "Geography is going places" badge as the party arrive at the farm gate

selling 210 sows and 11 boars, his brother advised him to slow down so the children could write down every figure. "After six visits from us, the Hitchcocks are becoming adept at talking to children," said Mrs Morgan. "They know their facts now and break the information down into small units."

The tour, carefully planned to take the group through the life cycle of the pig, began at the mating pens. "This is where we get them pregnant," said Richard Hitchcock, showing the children a row of narrow stalls which each held one sow. "After mating we tie them up," he added. "That way they get an equal ration of feed, and we can see if one is ill and not eating. He doesn't howl any more, he's happy for pregnancy, and applied an electronic device to one sow while the children took turns listening for the sound in the blood vessel which provides the information."

Then on to the next stage. "A few days before farrowing - giving birth - we put the sow in what's called a crate," said the farmer, explaining that if the sow wasn't tightly confined it might roll over and crush her young. There was cooing and aching over the newborn piglets, and most of the children moved in for a closer look.

One was distressed to see an open sore on a sow's back, and correctly identified the cause; it rubbed against the bars of its crate whenever it stood up. Much was made of pigs lying in their own excrement, but some children quickly came to the pigs' defence. "They can't help it," one pointed out. "They've only got that little space." The farmers demonstrated how the points of piglets' teeth are cut off so they can't inflict sharp bites while feeding. Some children were initially reluctant to watch, or even listen to the pigs' piteous squeals, but most even-

tually crowded around to see how it's done. Although the children kept up a steady stream of factual questions to the farmers (What do you do with the runt? Do the points on the piglets' teeth grow back?), their concerns about the pigs' well-being were expressed only to each other. Nur did Wendy Morgan raise this issue with the farmers. "I don't want to get into anything contentious," she said. "I want to keep the goodwill of the Hitchcocks so we can come back."

Next were the weaner pens, where lean young pigs were crowded into each wire cage. "They're too cramped. They're climbing all over each other," said the children sotto voce, as they were being told how the "lively constant temperature" reduces the stress suffered by piglets when they're weaned too early.

The tour concluded with a look at pigs about to become pork or bacon. On the walk back to the school, most of the eight- to 11-year-olds seemed satisfied with their outing. "This was the best of the three farm visits," said Nur. "The other times we were just told how things are done, but this time there were demonstrations which made it more interesting."

Would subsequent class discussion include mention of alternative farming methods? "I expect it will come up," said Wendy Morgan. "We'll certainly talk about how we've used to keep a pig in the back garden." After a previous visit, she added, they discussed the way hedgerows are disappearing to make room for massive machinery, and how the resulting large fields are changing the look of the landscape.

A fallen tree on the roadside attracted the children's attention. "How old is the tree?" asked Nur Morgan. Several of her pupils began counting rings, while others began bits of bark for further inspection. When they arrived back at school, there were 15 minutes to spare until lunch. Unbidden, the children either copied their farm notes into exercise books, selected books and began reading or examined their chunks of tree through magnifying glasses.

The year-long project on Our Changing Landscape will culminate in a four-day visit to Flatford Mill Field Centre. There, 16 pupils will take part in such activities as pond-dipping and using microscopes, and will later share their experiences with the rest of the school. "The most valuable part for me," said Wendy Morgan, "is the chance to sit back and watch the children taught by someone else."

There's not much she needs to learn about encouraging children's curiosity, or how to blur the distinction between learning and having fun. Her project on Our Changing Landscape is a model of integrated teaching, with subtle lessons on geography, history, nature and environment all taking place during the two-hour visit to the farm.

If, as one hopes, she also deals with the moral issues raised by modern farming, it will have been a most successful lesson.

EXTRA

From awareness to participation in the environment

Cultivating a personal concern

GRAHAM HAWKINS



Out on a Vao Matre style micro-trail, a small-scale environmental project

The National Criteria for GCSE Geography exhort us to develop "a sense of place" and "a sensitive awareness to environment". They also require us to foster knowledge about environmental processes, to develop an understanding of the interaction between people and environment, and to address the difficult areas of attitude and values with regard to environmental issues. Indeed the word "environment" or its derivatives occurs 22 times in the four-page document. Environmentalism is one of the major eloquents on the curriculum today, and under that general heading come many competing pressure groups such as those representing heritage, conservation, ecology, the inner city, adventure pursuits, global education, political awareness, and youth exploration.

Such pressures must be considered alongside new trends in curricular thinking such as the move towards a common curriculum to 16-plus, the concept of entitlement, criterion-referenced assessment, and societal pressures for more relevance. The survival of hallowed subjects is, therefore, not assured and their place in the curriculum has to be defended. Geographers, who embrace a field of knowledge including topics from beach pebble analysis to Renaissance town planning, too often forget that geography once had to struggle to gain a place on the curriculum map. Fortunately many geographers are well aware of their own tenuous epistemological foundations and are willing to adapt to the demands of new curricular patterns.

New patterns imply new methodologies and modes of assessment. Clearly developing a "sense of place" and acquiring an understanding of environmental concepts cannot be successfully achieved within the confines of the classroom. Consequently the National Criteria go well beyond stating aims. The assessment objectives specify "a first hand study of a small area which provides... opportunity for direct experiential learning".

Simply doing more fieldwork, however, is not enough. Too often fieldwork means that students are given field investigation packages and carry out routine observations, the results of which are already known by the teacher. There are still too many teachers who believe that there is a body of knowledge that children must "know" regardless of their interests, their perceptual ability or the stage of learning they have reached. They probably see education in the environment in terms of a worksheet filled with "tasks". Too frequently students are plunged into what are, in process terms, the later stages of environmental learning.

A student taken from inner-city Birmingham and asked to make immediate sense of Snowdonia, or taken from Stow-on-the-Wold and deposited to the centre of Bristol, will perceive the new environments as most like a newly-born child. Even if they are not severely disturbed by the experience, they will gain only a fraction of the enrichment possible.

A reappraisal of field methodologies was considered by a conference of geographers, scientists and environmentalists, held in 1985 at Juniper Hall Field Studies Centre in Dorset. A general conclusion was that a student's outdoor experience should follow a process model summarized as: awareness, knowledge, understanding, concern, responsibility and participation.

Awareness should begin with the personal experience of the student. Activities must be designed to sharpen sensory perception and to develop critical visual analysis, the conceptual framework of each individual, and the responses. Once awareness has been developed, the student will be motivated to acquire further knowledge about the environment through individual research or a group worksheet. The interaction of developing awareness and increased knowledge will lead to advances in genuine understanding of a particular environment, the people who interact with it and the values that emerge from that interaction. This will give the student a heightened sense of personal concern.

develop self-reliance and self-awareness. The group of French environmentalists of the *découverte* school have pioneered a methodology based on a process model. The origins of the "classes de découverte" were in the primary "classes de neige", "classes de mer" and "classes de rivières" which like the camps of Van Matre, were residential experiences combining environmental and adventure education. The impetus to extend into the secondary age range came from a group of outdoor education teachers determined to broaden the educational scope of wilderness experiences and ultimately of inner-city experiences. The French methodology is concerned with an understanding of the "milieu". The first part of the learning process is to "discover" the milieu, to stimulate sensory perceptual responses and develop perspectives. Studies are then proposed and debated, hypotheses generated and research carried out in groups which report back, synthesize and evaluate the findings.

An education has made a significant contribution. It heightens awareness and sensitivity to surroundings and encourages students to look at the environment in an analytical way. The Art and the Built Environment Project is based on the processes of experiencing, analysing and appraising in order to develop a sense of place, and preparatory techniques include "mental mapping", "sensory walks", and "serial vision". Responses are essentially affective and by building a mental catalogue of environmental elements such as colour, form, texture, pattern, scale and harmony, visual and tactile values are developed. This is followed by the development of a critical faculty through the enhancement of language skills. Once again participation is seen as the desirable outcome.

There are many quarters from which inspiration and practical ideas may be drawn when structuring learning in the environment. They include the Earth Education programmes of the American Steven Van Matre, the French "découverte" approach, the art education approach of the Schools Council Art and the Built Environment Project, and the Southern Examining Group's new issue-based GCSE syllabus Environment.

Van Matre is particularly concerned with instilling basic ecological concepts in students, by using the environment to develop their motivation and awareness. He believes in the importance of starting where the students are and in the teachers creating exciting learning situations. His experiential learning programmes, such as *Sunship Earth*, are designed to suit an extended period of outdoor education, though they can be adapted for more conventional curricular use. During the initial stages of acclimatization, students are encouraged to explore their sensory awareness and to empathize with the environment through such simple techniques of sitting alone quietly, and watching and listening. This phase is followed by exercises involving the discovery of the ecological concepts. Subsequently students embark on more exciting and adventurous activities such as the "Solo", a three-day trek in wilderness country to experience solitude and independence, find harmony with the environment and

Graham Hawkins is deputy head of Dartmouth Community College, Dartmouth, Devon.



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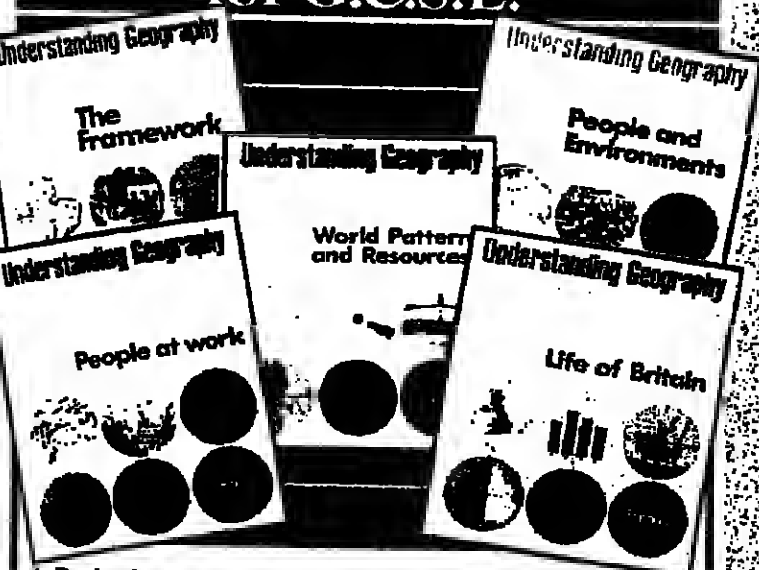
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PILLARS OF SOCIETY

(Thursday, 19.40 R4)

An examination of six institutions, which are pillars of British society, begins with a look at the Royal Shakespeare Company. Others include: The Jockey Club, the Freemasons and Oxford University. Questions posed include: how much influence does it have? Where does it get its money? How elitist is it?



High level argument: Tim Brighouse (above left), Donald Nalaminth (left) and Angela Rumbold

The public eye

David Lister on a series which brings education debates into focus

CONTINUING EDUCATION

The Education Programme
BBC2, Fridays 7.30pm.

I was once remarked of Shirley Williams' period of relative inaction of the Department of Education that she could argue the hind legs off a donkey. The only trouble is that in the education service there is an infinite supply of donkeys.

It was odd to be reminded of this in *The Education Programme* last Friday by the current junior minister, Angela Rumbold, who does not normally give the impression of being a waverer or even always a particularly enthusiastic listener. But, when she was pressed by presenter Sarah Kennedy, it began to look as if the Government's much heralded initiative for a national curriculum was about to become bogged down in a "period of consultation" — something which in the education world can span several generations.

"If the Conservatives are re-elected when would this national curriculum filter through to Jack and Jill in the school room?"

"Well, there will be a long consultation period because first of all we have got to have the cooperation of the teachers."

"Would it be a year, or two years or six months?"

"I don't think you can actually set a time on it... it's healthy that there's debate."

"I am not going to get an answer out of you when exactly... it all sounds rather vague."

It all sounded too dangerously precise for David Hart of the National Association of Head Teachers, who feared the projected tests at seven and 11 would label children failures, and Tim Brighouse, the Oxfordshire chief education officer, who feared children would be perfect in the book the inspectors were going to test, but would not know any other book.

This seemed to me a trifle disingenuous. If teachers should be trusted to determine the curriculum without any government interference, then surely they should be trusted to ensure that Mr Brighouse's fears are not fulfilled.

Advocating a national curriculum was another CEO, Donald Nalaminth, whose Croydon scheme was examined in the programme. It was a rare treat to see two CEOs lined up against one another, even if the debate was cut tantalizingly short. Let us hope this programme continues to make us privy to the real arguments in the education service, which often take place at this level but nearly always out of the public eye.

The continuing education label of the estimable David Hargreaves, and produced by Peter Ridding, has got off to a splendid start. The studio debate on a current topic is balanced by a report from a school illustrating well how

political decisions may be reflected in the classroom. In last week's programme for example, we were shown a primary classroom where children explored maths, art, English and science through one project, and it was argued that a national curriculum might possibly end this approach.

Well, we shall see. While the issue of testing, with its resonances of the little lamented 11-plus, may prove the Government's undoing, the concept that one should know exactly by what age children should be expected to perform a variety of tasks holds a powerful and justifiable attraction for an awful lot of parents. And Mr Brighouse's assertion that all good schools already give parents clear resumes of their aims and expectations simply won't hold water. What does "a child must be confident in English by the age of 11" actually mean? Does confident imply that he or she can give a talk, hold a conversation, read a book, have read a certain number of books, or what? Parental impatience with such vagueness is now at its limit, and the Government has realized this.

Hopefully, *The Education Programme* will return to this topic. We are continually told that education is more political and contentious than ever before. Now that the BBC has committed itself to a long-running TV series, given it to one of its top presenters, and put it in prime time viewing — clashing with Wogan no less — one is inclined to believe it might be true.

Expert
advice

Which Way?

A Job Watch Special
ITV, Granada, April 14-16.

According to Granada, the spiritual home of independent television, *Which Way?* is "ITV's biggest ever live phone-in advice service." These broadcasts and their support activities could be a landmark in careers education.

The aim was satisfyingly bold: to explore the opportunities facing 16-year-olds, demystify the education of initials and help parents. The implementation was challenging: three one-hour programmes featuring panels of "experts." Issues such as should the student stay at school, or for further education or the Youth Training Scheme, were discussed. Film inserts illustrated various courses and schemes. Parents and young people were then invited to place in the advice from a team of 150 career specialists, principally drawn from the careers service.

Purists might argue that advice by phone, no matter how expert the given, inevitably fails to take account of individual, institutional and regional differences. Indeed, an MSc spokesperson's description of the "advice service" as "a help line offering information and referral to other agencies" is a more accurate, if downbeat, description of this valuable initiative.

If the programme is as successful as hoped, then parental telephone calls to the careers specialists may be more numerous than the Turkish headscarves of Byzantium; the first *Job Watch* special resulted in some 50,000 telephone calls and a swamped system. Inevitably many viewers were left disappointed. Last week's programme saw a sixfold increase in the number of specialists on tap and a tenfold increase in the time the phone lines were kept open.

To add to this frenzy of activity the MSC, in association with Granada, have produced a useful and attractive booklet featuring some of the young people seen in the programmes. The section on job hunting was particularly good. Additions help was offered to viewers by "Microdoors" (computer print-outs on how to achieve a chosen career) and a further boost in the north west region only was given by the experimental presence of a Granada bus in four locations, offering people on the spot Microdoors print-outs and information.

Job Watch has now become an established part of the education-employment broadcasting scene and these "specials" are particularly welcome. Another programme, to be shown in August, will cover similar ground for 18-year-olds.

Jean Sargeant

Scripted by Mrs Beeton

Michael Clarke enters the Victorian house

The Victorian House
Channel 4
Wednesdays 8.00pm from April 22.

Although not specifically broadcast for schools, this six-part series from Channel 4 might well be used in conjunction with a number of secondary school activities. It goes far beyond the usual didactic aestheticism of such programmes to examine the part played by speculative builders, their materials and techniques, and the expressive and symbolic functions of style and decoration in an increasingly industrialized and urbanized society. So the series is of obvious value to students of art, craft and the built environment. But, because it deals with these issues in the wider context of building economy, history, social class and patterns of living, it is also of interest to students of sociology and literature.

The very first, information-packed programme tells us that by the middle of the 19th century, the population had doubled and that working class poverty was the life of the young soldier

prosperity in the cities where steam, gas and electricity created their own momentum of industrial and social change. A housing boom was inevitable, and as the railways distributed bricks and slate all over the country, so they also brought about the expanding suburbs and the increasing division between working and domestic life. The Victorian house became an "ordered and tranquil enclave... far away from working conditions and profit-making, but embodying the social status and private aspirations of its occupants."

By the time you have seen programme three, you will have accumulated a wealth of knowledge from building technology to home management. Largely unplanned, without an architect, the Victorian house was usually built by well-tried empirical methods in a plethora of styles. Trade pattern books kept the builder up to date.

Few houses were owned by the Victorians who, as a class, changed every five years. The middle class

home required an army of servants and domestic life was severely disciplined. Everyone, family, staff and guests, had a role, "scripted" by Mrs Beeton. Beyond the front door was another world and how private and public life intersected is the subject of programme four.

This is not necessarily a critical viewpoint, for writer-producer John Marshall is arguing a case in favour of the Victorian house, as later programmes will confirm. Marshall's bemused affection for his subject is evident throughout and well supported by the rather lugubrious and humorous presenter, Jonathan Meades.

He may concede with evident enjoyment that "Victorian colour schemes" looks like chromatic perversion, but the activities were paralleled by the "jumble of opinions on domestic architecture" which were usually built by well-tried empirical methods in a plethora of styles. Trade pattern books kept the builder up to date.

Few houses were owned by the Victorians who, as a class, changed every five years. The middle class

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London Allowance £1216 payable. Removal Expenses — 100% in approved cases for permanent posts.

(17138)

Sixth Form Colleges

Heads of Department

Hampshire

HANTS COLLEGE
Basingstoke, Hampshire RG24 0AP
Telephone 0256 221111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

Further details and terms from the College for further information, please apply to the Headmaster, Hants College, Basingstoke, Hampshire RG24 0AP.

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Special Education

Scale 2 Posts and above

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
High Wycombe, Bucks HP12 3JF
Telephone 0494 511111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

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Hampshire

NORTHAMPTON SCHOOL

NORTHAMPTON SCHOOL
Northampton, Northants NN1 1JF
Telephone 0603 221111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

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Hillingdon

THE WILLIAMS SCHOOL

THE WILLIAMS SCHOOL
Uxbridge, Middlesex UB8 3PH
Telephone 0181 871 1111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

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Hertfordshire

Hertfordshire

Hertfordshire
Hertford, Herts SG1 1JF
Telephone 0462 221111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

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Special Education

Independent Schools

Independent Schools
By Subject Classification

Art and Design
Other Assistants

SOMERSET
MILFORD SENIOR SCHOOL
Mylford, Somerset TA25 6JF
Telephone 01460 221111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

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Classics

Other Assistants

SURREY
ST. JOHN'S SCHOOL
Epsom, Surrey KT20 8JF
Telephone 0181 871 1111

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Special Education with Haringey

- * Excellent support services
- * Proven models of integration
- * Small, friendly authority with harmonious atmosphere
- * In-service opportunities
- * Committed staff with sense of purpose
- * Excellent welfare support.

Deputy Headteacher - GROUP 5
GREENFIELDS SCHOOL, (day E.A.O.)
Coppate Road, London N10 1JP (01-444 5368)
Headteacher: Stewart Butterfield

Greenfields is an all age day school for children with emotional and behavioural difficulties. The Deputy Headteacher will be expected to undertake appropriate responsibilities within the school and to play a major part in future developments including Borough-wide INSET and the delivery of advice and support to mainstream Primary Schools.

Post 2 Scale 2(S)

The successful applicant will become the second-in-charge of the Secondary Department. She will need to offer a range of general subjects and be flexible in meeting the changing needs of pupils. Specific departmental responsibilities for a major curriculum area will be agreed.

Post 3 Scale 1 plus Special Schools allowance

This is an opportunity for an Infant/Junior teacher to enter special education. The successful candidate will take clear responsibility for a group of 8 lower Junior aged children.

All staff at Greenfields work closely with parents and enjoy considerable support within this clearly structured environment. Visits are positively welcomed and teachers without special school experience are welcome to apply. For serving Haringey teachers this could be organised on a secondment basis. ALL THREE POSTS ARE FOR APPOINTMENT FOR SEPTEMBER OR EARLIER BY ARRANGEMENT.

BLANCHE NEVILLE SCHOOL
(for Hearing Impaired Children)
Administrative/Resource Centre, Wair Hall Road
LONDON N17 (01-808 4181)

Headteacher: John Elwood
The Blanche Neville School is able to meet the varying needs of hearing impaired children by offering a wide range of provision that includes three departments located in mainstream schools, an individualised integration scheme, a visiting teacher service and an administration and resource centre.

Post 1 Visiting Teacher for the Hearing Impaired - Scale 3(S)

A well experienced and qualified teacher of hearing impaired children is required. Based at the Administrative/Resource Centre of the School the teacher will support children aged 10-19 years, parents and teachers in the London Borough of Enfield. Car essential.

Post 2 Scale 2(S)

The post holder will teach children with hearing impairment in the secondary department of Blanche Neville School. This is located in a Haringey comprehensive school. The successful candidate will be required to support pupils when in mainstream classes.

BOTH POSTS ARE FOR APPOINTMENT FOR SEPTEMBER OR EARLIER BY ARRANGEMENT.

HOME TUTORS

Qualified teachers are required to become home tutors. The work usually involves teaching a child in your own home for two hours per day but can involve teaching a child in their home or at school. Living in or very close to Haringey is a requirement. This work is particularly suitable for teachers with child-care responsibilities. Rates of pay are pro-rata Scale 1 equivalent.

Applications are invited for the above vacancies. Unless otherwise stated, application forms and further details may be obtained (i.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address.

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

London Allowance £1,215 payable. Removal expenses - 100% in approved cases for permanent posts.

DEPUTY HEADTEACHER - GROUP 5
THE VALE SCHOOL (for children with physical disabilities)
Vaia Road, LONDON N4 (01-800 4772)
Headteacher: Derek Hill

The Vale School has approximately 70 children in many of whom longstanding and successful integration schemes are operating at both primary and secondary level. The school is well resourced and staffed. Appropriate experience in the education of children with physical disabilities is required and mainstream and other special education knowledge is desirable.

Post 2 Scale 3(S)

The teacher will lead and co-ordinate a multi-disciplinary team in the nursery/infant department. Assessment is an important aspect and will involve the development of a home-school teaching programme.

The successful candidates for both posts will have joint responsibility with the senior management team for curriculum change and developing the future pattern of integration. Visits welcome.

BOTH POSTS ARE FOR SEPTEMBER APPOINTMENT OR EARLIER BY ARRANGEMENT.

MOSELLE SCHOOL (for children with moderate learning difficulties)
Adams Road, LONDON N17 (01-808 8869/8345)
Headteacher: Derek Baker

Post 1 SCALE 2(S)

This post carries major responsibility for a class of 16 children aged 11/12 years. Ability to offer expertise in a curriculum and support the school's outdoor programme. Good mainstream experience an advantage.

Post 2 SCALE 1 + S.S.A.

In the first instance this post will be located in the leisure department for 16-18 year olds, involving college and mainstream school links. Probationers and teachers new to special education welcome to apply.

BOTH POSTS AVAILABLE FROM SEPTEMBER.

WILLIAM C. HARVEY SCHOOL (for children with severe learning difficulties)
Adams Road, LONDON N17 (01-808 7120/8845)
Headteacher: Lesley Hall

Post 1 SCALE 3(S)

The post holder will have responsibility for leading a team of staff working with 14-18 year olds. There is a substantial teaching role attached to this post and the teacher will be responsible for making links with post-school provision, organising reviews and advising on appropriate curriculum aims both in the main school and the off-site leisure unit. Visits essential.

FELIX AVENUE TUTOR GROUP

28 Felix Avenue, London N8
Post 1 - Teacher in Charge (Scale 3)
Post 2 - Teacher Scale 2

Felix Avenue Tutor Group is an off-site unit for twelve 15-18 year olds who are not eligible for mainstream school for various reasons. Two resourced teachers are required with previous teaching experience, preferably at secondary level, and familiar with the needs and difficulties of such pupils. The teacher will be responsible for making links with post-school provision, organising reviews and advising on appropriate curriculum aims both in the main school and the off-site leisure unit. Visits essential.

Supply teacher for Special Education

We require a small number of supply teachers to cover a range of short and long term absences across the complete range of special education provision. We offer a competitive rate of pay for your services and the needs of our schools and children. Rates of pay £35.00-£50.00 per day + S.S.A. Contact Mrs. J. Clay in the Education Office for further details or ring 881 9000 ext. 3147. Closing date: Tuesday May 8th.

Hertfordshire

Hertfordshire

Hertfordshire
Hertford, Herts SG1 1JF
Telephone 0462 221111

A suitable qualified and experienced teacher to be responsible for the co-ordination of the Sixth Form and to be responsible for the co-ordination of the Sixth Form.

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Further details and terms from the College for further information, please apply

هَذَا مِنْ الْقُرْآنِ

London Borough of Ealing SOUTHALL COLLEGE OF TECHNOLOGY

1. LECTURER II
In BTEC Business Studies and Finance
2. LECTURER I
In BTEC Communications and Business Skills
3. LECTURER I
In CPVE and YTS Courses in Business Studies
4. LECTURER I
In BTEC Computer Studies and Information Processing
5. LECTURER I
In Physical and Health Education

The above appointments are from 1 September 1987 and will provide an opportunity to participate in developing a wide range of courses suited to community needs. Appropriate teaching and industrial experience required.

Application forms and further details from:
The CAO, Room 21A, SOUTHALL COLLEGE OF TECHNOLOGY, Beaconsfield Road, Southall Middx. UB1 1DP (Tel. 01-574 3448); forms returnable within 14 days of the appearance of this advertisement.

Ealing's new Council welcomes applications from all, regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

17139

Thames Regional Council

FURTHER EDUCATION

OUNDEE COLLEGE OF FURTHER EDUCATION,
OLD GLAMIS ROAD, DUNDEE DD3 5LE
(Telephone 0382-819001)

LECTURER A IN MANAGEMENT STUDIES

Salary Scale £2,540 - £15,520 (bar at £14,485)
Applications are invited from candidates with suitable academic qualifications and work experience for the above post, which requires the teaching of Management Studies to a variety of full-time and part-time students.

PERTH COLLEGE OF FURTHER EDUCATION,
CREECH ROAD, PERTH PH1 2NX
(Telephone 0738-21171)

SENIOR LECTURER A IN BUSINESS AND ACCOUNTING STUDIES

Salary Scale £14,463 - £18,231 (bar at £16,068)

Applications are invited for this senior post within the Business Studies and Social Education Department. The minimum qualification required is a good degree or a relevant professional qualification. Relevant commercial or industrial experience is essential. The work of the post includes teaching to advanced level courses and responsibility for a team of lecturers within the Business/Professional Section of the Department.

Application forms and further details may be obtained from the Principal at the appropriate address to whom completed forms should be returned by 15.04.87.

THAMES REGIONAL COUNCIL IS AN
EQUAL OPPORTUNITIES EMPLOYER

17130

MERRIST WOOD AGRICULTURAL COLLEGE Worplesdon, Guildford, Surrey. GU3 3PE Lecturer in Countryside Recreation

The National Diploma in Countryside Recreation Course is specifically designed to train countryside rangers and wardens.

Applications are invited from well-qualified persons with a broad knowledge of the countryside and experience in countryside recreation. The successful applicant will be able to teach all aspects of countryside recreation but especially land management and estate maintenance skills and will assume course management responsibility for the third year of the course. A teaching qualification and/or teaching experience is desirable but not essential. Salary Scale £17,902 to £13,819 (including Surrey Allowance).

For application form and further details send SAE to The Principal, to whom completed applications should be returned within 14 days from date of advertisement.

17147

COLLEGES OF FURTHER EDUCATION

STAFFORDSHIRE

RECRUITING TRAINING
CENTRE
Rushmore, Telford
ORDINATOR FOR ADULT
EDUCATION (TECHNICAL)
(M.N.C. Control - 1.4.87 to
31.3.88, Probable Annual
Salary £8,555 - £13,555
(N.C. A.P.T. and C.
Conditions of Service
Applicants should have fourth
or fifth year of secondary
education. The Principal's
signature is required on the
application form. The
College, Stoke-on-Trent, Staffs.
ST6 6JG.

Closing date for applications:
10 days after the appearance of this advertisement.
Convincing will disqualify.
An Equal Opportunity Employer.

STAFFORDSHIRE COUNTY
COUNCIL, 10, Cornhill, ST6 6JG

30026

STAFFORDSHIRE

LEEK COLLEGE OF FURTHER
EDUCATION & SCHOOL OF
ARTS

LECTURER GRADE I
COMMUNICATION STUDIES
(£8,555 - £13,555 p.a.)
The College is seeking a
lecturer to teach Communication
Studies to students in the
College. The successful
candidate should have a
degree in the subject and
experience of teaching at
this level. The post is
full-time, permanent and
offers an excellent opportunity
for career development.
Applications should be sent
to the Principal, Leek College,
Leek, Staffs. ST13 6JG.
Closing date for applications:
10 days after the appearance of
this advertisement.

STAFFORDSHIRE COUNTY
COUNCIL, 10, Cornhill, ST6 6JG

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STAFFORDSHIRE COUNTY
COUNCIL, 10, Cornhill, ST6 6JG

30026

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LEEK COLLEGE OF FURTHER
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University Appointments

LIVERPOOL

UNIVERSITY OF
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DEPARTMENT OF
EDUCATION

LECTURER (SPECIAL
CREATIVE ARTS) IN
PRIMA EDUCATION
(EARLY YEARS)

TEMPORARY LECTURER
PART-TIME EDUCATION

Applications are invited for a full-time post of Lecturer (Special Appointment) in Primary Education (Early Years) from 1st September 1987. The post is for a team involved in the development of the curriculum for the early years of primary education. The successful candidate will be responsible for the design and delivery of the curriculum for the early years of primary education. The post is full-time, permanent and offers an excellent opportunity for career development. Applications should be sent to the Principal, Department of Education, University of Liverpool, Liverpool L69 3GB. Closing date for applications: 10 days after the appearance of this advertisement.

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GIBRALTAR

The Department of Education requires a Qualified Teacher for the following post with effect from 1 September 1987.

Westside Comprehensive School

(Girls) — Group 11

One post for Teacher of Business Studies to teach office skills, principles of accounts and commerce to examination level.

The post will be a one year contract appointment in the first instance. Salary is payable at 97% of Burnham scale 1 or its equivalent under the new conditions of service. Subsidised hostel accommodation is provided. Return air passage, baggage expenses and employer's share of superannuation contributions are paid.

The successful applicant will be required to take a medical examination in Gibraltar.

Application forms are available from the Manager, Gibraltar Tourist Office, 79 The Strand, London WC2R 1ER. Telephone 01-836 0777, to where they should be returned by not later than 1st May 1987.

(17109)

OVERSEAS POSTS continued

THE BRITISH SCHOOL OF BRUSSELS

requires an assistant teacher of Physics and an assistant teacher of Chemistry for the autumn term 1987.

Experienced graduates are required for teaching across the ability range and throughout the secondary age range including Oxbridge.

Apply with full curriculum vitae to The Headmaster, The British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium. Closing date 24th April 1987.

(4493)

SIMBA SCHOOL, NDOLA ZAMBIA

An International day School requires teaching staff from September 1987 as detailed below.

The School has a pupil complement of 400 pupils between the ages of 3½ and 14 years in Nursery, Infant, Upper Primary and Junior Secondary, which will expand through to 'O' level by 1990. English based education is provided and the school is following the I.G.C.S.E. syllabus.

Applications are invited from well qualified teachers in the following fields:

PRIMARY DEPARTMENT
Nursery School Teacher — (ages 3-5)
Infant School Teacher — (ages 10-12)

SECONDARY DEPARTMENT
History and Geography Teacher
P.E. Teacher with English as second subject.
Computer studies/Business studies.

Initial contracts are for 3 years and are renewable.

TERMS
Tax free independent salary paid in U.S. \$ plus 25% gratuity with local housing allowance. Air transportation with baggage allowance is provided at beginning and end of contract.

Furnished accommodation is provided and medical expenses, within Zambia. Conditions are favourable for married couples who both teach.

Letters of application with detailed curriculum vitae including a contact telephone number and the names and addresses of three referees should be sent by air mail to Mr. L.D.N. Miller P.O. Box 71648, Ndola, Zambia to arrive not later than 31st May 1987.

(1712)

TEACHER — LIBERIA

The Education Department of the Bong Mining Company has a vacancy for a qualified and experienced British trained teacher, to teach approximately 20 children between the ages of 5 and 12 years to U.K. curriculum standards, primarily children of expatriate staff, commencing August 1987.

Applicants should have a minimum of 5 years experience and must be able to teach small groups of children of different age levels in the same classroom. They should also have experience in teaching children who have a first language other than English.

Preference will be given to single applicants with previous overseas experience.

A suitable salary will be paid in US dollars freely convertible. Initial contract for 2 years, renewable for one year periods thereafter. Suitable accommodation is available at the site and there are extensive sports and recreational facilities.

Applications must include a comprehensive C.V. and should be addressed to our representative O.D. Lawson, 27 Broadgate Way, Warrington, Peterborough PE8 6UN.

E+B EXPLORATION UND BERGBAU GMBH
DÜSSELDORF, WEST GERMANY

Khartoum International Preparatory School

Sudan

A private English-medium school providing education from pre-school nursery level to secondary based on the British educational system, for 300 children with multi-national backgrounds.

Teachers are required from August 1987 for the following posts:

INFANTS. One of the teachers will be appointed as Infant co-ordinator.
JUNIOR, REMEDIAL, MUSIC SECONDARY ENGLISH LANGUAGE SECONDARY BIOLOGY. One Secondary teacher will be appointed as Deputy Head.

CANDIDATES must be well-qualified, with at least one year's experience. They should be of British or Commonwealth origin, with English as mother tongue. Male or female and dates may apply. Teaching couples without children will be considered.

SALARY AND CONDITIONS. Contract for two years with salary on local scale, plus sterling bonus and end of contract gratuity totalling £5,750. Free air-conditioned accommodation and utilities. Free medical care and insurance, subsidised local transport. Annual return fare paid.

For further details and on application form, please contact Gabbittas-Thring Recruitment, 8-8 Sackville Street, London W1X 2BR. Tel: 01-734 0181.

Gabbittas-Thring

Anglo-Colombian School

Bogota Colombia

This prestigious co-educational bi-lingual day school requires the following staff for August 1987:

Chemistry: 10 'O' level and IB.
Earth Science: aged 12-14.
Combined Science: aged 12-14.
Infants Teacher: knowledge of Spanish an advantage.

Terms: package includes salary, rent, allowance and other allowances in range £6,000 — £12,000 p.a. staffing equivalent. Return flights, medical care.
Interviews: 28 April in London.

Please send CV with names of 2 referees urgently to Gabbittas-Thring Recruitment, 8-8 Sackville Street, London W1X 2BR. Tel: 01-734 0181.

(17198)

Gabbittas-Thring

HARRISON COLLEGE, BARBADOS, WEST INDIES STAFF VACANCIES

Required for 1st September 1987
Suitably qualified and experienced Graduates to be Heads of Department, and to teach the following subjects at Advanced Level, G.C.E.:

(1) Physics
(2) Industrial Arts, with the ability to teach Geometrical and Mechanical Drawing

Salary Scale:
Graduate Teacher: BDS\$22,248 x 788 — 30,288 (B.S. 1-32,184)
Qualified Teacher (Special Grade): BDS\$18,276 x 28,088 (B.S. 1-27,624 (Q.B.) — 29,340)

Heads of Departments receive an allowance of BDS\$2,400 per annum in addition to salary, and a contractual appointment carries a gratuity of 20% of salary (U.S. \$150 — BDS\$2.00 approx.)

Applicants on with:-
(a) full curriculum vitae
(b) photocopies of certificates/diplomas/degrees
(c) evidence of teaching experience
(d) the names of two (2) referees
(e) two (2) recent testimonials

should be sent direct to the Secretary-Treasurer, Board of Management, Harrison College, Crumpton Street, Bridgetown, Barbados, as soon as possible.

OVERSEAS POSTS continued

GREECE

For teachers required for EFL in provincial towns and islands for school year 1987/88. One post for teaching English and/or teaching English as a second language. Experience preferred. Send c.v., photo, self-addressed envelope for early consideration to: The Principal, Khartoum International Preparatory School, P.O. Box 157, Khartoum, Sudan. 440000

KENYA

A level teachers of French, Physics, English and Biology required for a private school. Send c.v., photo, self-addressed envelope for early consideration to: The Principal, Khartoum International Preparatory School, P.O. Box 157, Khartoum, Sudan. 440000

MIDDLE EAST

PACES Recruitment Consultants have been engaged by one of the most prestigious schools in the Middle East to appoint a SENIOR MATHEMATICS Teacher for September. Our client school has an outstanding record and the successful candidate would teach in a well-equipped school. The successful candidate would be required to teach Mathematics and Physics. Further details and application form will be sent to you on request. For further details and on application form, please contact Gabbittas-Thring Recruitment, 8-8 Sackville Street, London W1X 2BR. Tel: 01-734 0181.

SWITZERLAND
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SAUDIA RABIA
ENGLISH LANGUAGE INSTRUCTORS
SAUDIA RABIA
Our client, a major O & M contractor, now has further vacancies for experienced teachers. They require a minimum of 5 years' teaching experience. Candidates should have a minimum of 5 years' teaching experience and Middle East experience is of particular interest.

These are simple status positions. Interested candidates should send c.v., copies of qualifications and references to the address below to secure an early interview. John Nicholson (Recruitment Consultants), 29-31 Abchurch Lane, London EC4N 3DF. Tel: 01-403 1088. 400000

SPAIN
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UNITED ARAB EMIRATES

MATHEMATICS TEACHER

English Private School, Abu Dhabi. Experienced male Mathematics teacher for secondary department. Applicants should be familiar with GCSE syllabus and able to offer in addition to Mathematics, Geography and Computer Studies. Salary (tax-free) and conditions of service include free accommodation and annual air fare to U.K. C.V. and photo to: The Principal, Khartoum International Preparatory School, P.O. Box 157, Khartoum, Sudan. 440000

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DONCASTER

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